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ABSTRACT

This document contains the following 25 papers from a conference on adult higher educational practices: "Learning and Workplace Linkages via Applied Research Projects" (Elaine Cahalan Hollensbe, Linda Hauber); "Practical Action Research in Non-Traditional Students' Senior Projects" (Elliott Lauderdale); "Obtaining the Elusive: An Innovative Degree Program for Re-Entry Working Class and Minority Women" (Diedra Miller, Marilyn Korostoff, Kathryn Girard, Susan Hunter Hancock, Richard Cohen); "The Adult Decision-Making Process" (Grete Stenersen); "Blended Life Planning: Connecting Education, Leisure, and Work in Adult Degree Programs" (Joyce C. Woodruff); "The Praxis Model for Adult Education" (Mary E. Boyce, Carol Ann Franklin, John W. Willets); "Listening to Students: The Effect on Teaching" (Frances H. Coker); "Empowering Faculty to Manage Off-Campus Degree Programs: Redefining Faculty Workloads and Service" (William A. Cook); "Creating an Appropriate Academic Advising Environment for Minority Male Adults with Entry Fears: The Path to Retention" (Mary J. Didelot); "Learning to Live Together: How Adult Degree and Traditional Undergraduate Programs Exert Mutual Influence" (Dennis R. Parks); "Transforming Experience into Learning Outcomes" (Richard M. Ashbrook, Daina McGary); "Outcomes Assessment: The Walden Approach Focusing on Final Outcome" (Caroline L. Bassett); "Identifying Common Learning Outcomes in Adult Degree-Completion Programs in Management" (John Fazio, Dawn Hodges); "Thinking of Adult College Students in Terms of Erikson's Ethic of Care" (Judith Gerardi); "Teaching Information Retrieval Skills to Adult Students" (Bonnie Gratch, Helene LaFrance); "University, Community College, and Corporate Cooperation in Delivering a '2 Plus 2' Baccalaureate Program via Two-Way Interactive Video Technology" (Gary R. Levine, Marilyn Kelly, David Heifetz); "Playing in the Cyberspace Sandbox: The Intersection of the Human and Electronic Communities" (Rena Palloff, Keith Pratt); "The Use of Videotapes to Enhance Intellectual Life in a Non-traditional Adult Degree Program" (Bedford M. Vestal, John Hockett, Robert Con Davis); "Sleuthing San Francisco Connections: Detective, Fiction, Popular Culture, and the Academy" (David Belcastro); "Differences in Process and Content Emphasis in Individualized Education" (Xenia Coulter, Lee Herman, Thomas Hodgson, Sylvain Nagler, Irene Rivera de Royston); "Designing Connections: Shortening the Curriculum Review Process in Adult Higher Education" (Kiren Dosanjh, Rick Williams, Gary Zucca); "A Conversation on the Socratic Method" (Sue Fishman, Ethan Fishman); "The Socratic Method and the

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Great Books" (Jeanne Foster); "Patterns of Learning Involvement, Adult Degree Program Students, and an Alternative Perspective on Student Learning Outcomes" (Carol E. Kasworm); and "Border Crossings, Collaboration, and Connections: An International Perspective." (David Shallenberger, Ann Folwell Stanford). (KC)

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Fourteenth National Conference
on Alternative and External Degree Programs for Adults

Forging Connections In Adult Higher Education

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Alliance/ACE Conference
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Learning and Workplace Linkages via Applied Research Projects

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Introduction

A recent and recurring theme among end users in the educational value chain--business and industry--is an increasing concern for moving education more in synchrony with workplace needs. As providers of educated workers, colleges and universities face the ongoing challenge of forging the important connection between theory and practice to assure that students gain skills and knowledge that are relevant in the work setting. An applied research process is one method used at Baker University to provide this important connection. This paper outlines the process and the significant benefits realized, as well as provides recommendations based on a five-year trial.

Background

Baker University offers master's and bachelor's degrees in management, business administration and liberal arts for adult students in the Kansas City and Topeka regions through its School of Professional and Graduate Studies (SPGS). SPGS delivers its off-campus programs through a lockstep model in which cohort groups of 13 to 23 students proceed together through the curriculum sequence. Current enrollment in these off-campus programs is approaching 1000, and all students are required to have significant work experience for admission. Our students

are working adults with an average age of 36, a student population who seek "relevance and immediate application" in their coursework.[1]

Approximately 15 percent of faculty teaching at SPGS are full-time faculty from Baker's main campus in Baldwin City, Kansas. The remaining faculty are working professionals who teach in the evening on a part-time basis while to continuing to work at full-time jobs. A highly selective screening program is used to assure that part-time faculty have appropriate academic, professional and teaching credentials and strong interpersonal skills before they are placed in the classroom.

The combination of students and faculty, both with real-life work experience, provides an ideal environment for the applied research project. Both groups bring in experiences, problems and industry knowledge on which projects may be based. Additionally, both faculty and students have access to local companies where research may be completed.

Process

All business administration students at SPGS, both graduate and undergraduate, are required to complete an applied research project. This project is approached through a highly structured process. For the series of three courses, a detailed curriculum module sets forth specific goals to be accomplished in each course, and within each course are goals for the individual classes. Students are guided, step by step, through a process that ultimately produces a formal research project and a paper comprised of five defined chapters:

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[1] *Grieve, Donald. A Handbook for Teachers of Adults. Cleveland: Info-tech, Inc., 1990.*

Chapter I - *Introduction*

Chapter II - *Review of Literature*

Chapter III - *Methodology*

Chapter IV - *Results*

Chapter V - *Summary, Conclusions and Recommendations.*

The research advisor is the single most important component in the research process. It is the advisor who approves the topic, introduces research methods and asks probing questions of the project results. The advisor serves as writing tutor, research methodology instructor, and statistics coach. Advisors are also expected to be extensively available between the courses for individual meetings with students. Many questions and concerns regarding this 12- to 15-month project arise and require attention outside of class meeting times.

Therefore, advisors are chosen carefully, with heed given to not only the necessary research knowledge and the skills mentioned above, but also the advisor's familiarity and experience with applied research in the work setting. Additional and important considerations are strong interpersonal skills and the ability to relate well to pressures the students encounter during this time. The research course sequence traditionally produces one of the highest stress levels in the program because very often, students have had no experience with completing a structured research project of the scope and depth the applied research project entails. The advisor's ability to ease that stress is vital to the production of a successful project.

Prior to appointment, potential advisors are given course materials to examine and are provided

realistic estimates of the time commitment required by this course sequence. Once appointed, the advisor attends an orientation meeting with the research director and views a videotape about the project and the advising process surrounding it. Sample projects are provided for review and the new advisor is scheduled to observe an experienced advisor in class. Semi-annual Research Roundtable meetings are held, at which advisors can visit informally to discuss procedures that work well in the classroom, techniques to guide students in narrowing their focus, and methods to shore up the confidence of discouraged students.

Course Structure

First Course

In the first course, each student decides on a topic, formulates a problem statement and constructs a formal hypothesis. The topic is to be business-oriented and should address a problem the student faces in the workplace. The close ties Baker University maintains with several large area corporations frequently contribute to their willingness to serve as a site for research work. Through experience with the Baker program, these corporations are able to offer specialized topics to their employees/Baker students as research projects. Alternative topics have sometimes involved charitable or non-profit organizations with which students are affiliated or entrepreneurial endeavors they wish to undertake.

It is during this first course that a campus librarian specializing in literature searches visits the classroom and offers instruction in on-line database searching as well as general library information. Students are provided with guides containing this information and with a directory of libraries in the Kansas City and Topeka metropolitan areas that outlines their hours of

operation and other pertinent facts. Providing this information is a critical step for off-campus programs that may not have a library facility on site.

By the fourth and final class, students have developed a timetable for progression of the project and completed a formal research proposal (*Attachment A*) which is orally presented to the class. The proposal form is signed and approved by the advisor and then submitted to the SPGS Research Director for approval and signature. Proposals that are found unacceptable are returned to students for revision prior to their beginning the second course of the sequence. Students are required to obtain final approval from both the advisor and the research director before they are enrolled in the subsequent course.

During the interval between the first course and the second course, students are expected to conduct a review of literature, citing at least ten sources for the undergraduate project and fifteen sources for the graduate level. Students have, by this time, completed their statistics course, in which they learn methods of data analysis and write a prospectus for the research project. By including the prospectus requirement in the statistics class, a more effective horizontal integration of coursework is achieved.

Second Course

By the first class of the second course, the first three chapters of the students' projects must be written. These are submitted in draft form and are returned with specific, appropriate critique by the fourth class of the course.

In-class time of the second course is devoted to the study of data-gathering procedures, proper design and construction of questionnaires and interviews, and population analysis and sampling methods. Timetables for completion are revised and updated to reflect changes that have occurred in the intervening period.

Ongoing discussion and critique among class members supplements the comments, suggestions and observations provided by the research advisor. Insight from people familiar with the project requirements but not directly involved with the specific topic can be a powerful element in maintaining balance in subject presentation.

Between the second and third courses, a period of about three to five months, students gather primary data, enter them in the laptop computers provided to them by the University and perform appropriate statistical analyses. They write Chapters IV, *Results* and V, *Summary, Conclusions and Recommendations* and integrate suggested revisions to the first three chapters. It is necessary for students to remain in close contact with the advisor during this period, as the project is to be in final form, ready for submission, in the first class of the final course.

Third Course

The final course is two classes long and all class time is used for oral presentation and defense of the project. Students are expected to wear formal business attire and use audiovisual materials to enhance and support their presentations. They address the class as though it were a Board of Directors or similar employer group. Other research advisors and administrative staff members are present to observe, as are, on occasion, representatives from the companies

studied. Each of these components adds credibility and reinforces the importance of completing the applied research project.

Students submit two bound copies of the completed project report to the advisor for grading, approval and signature. The advisor forwards both copies to the research director for review and approval. If approved, both copies are signed; one is returned to the student and one remains in SPGS archives.

Effects and Benefits

Use of applied research projects in Baker University programs has produced significant benefits for students, the business community and the University. Students benefit by analyzing real-life data and producing and presenting a project that integrates their learning from all courses. Through the project, they develop analytical skills as well as concrete methods for problem solving which are critical in the workplace.

The employing firm benefits by having an area of concern addressed through a formal research approach by an employee who recognizes and understands company goals and mission. Examples of projects that illustrate this benefit include "An Examination of the Privatization Option for City of Topeka Motor Vehicle Maintenance" and "The Impact of Actuarial Involvement in Pricing on the Profitability of Insurance Companies." These and many other projects have laid the groundwork for significant changes and improvements in the workplace.

Finally, the University realizes substantial benefit by gaining access to ongoing, current data

from business and industry. As the research director evaluates each proposal and project generated, the University is exposed to the latest problems, concerns and developments in the workplace. These current data are considered in revising and developing curriculum and provide a critical link, ensuring that curriculum revision and development keep pace with the changing business environment.

Recommendations

Recommendations for those who would seek to undertake this type of project are based on a five-year trial involving hundreds of students. The course structure and process have been refined through feedback from students and advisors; however, the basic approach has been maintained since inception.

1. *Continuity in advising*. A single research advisor should be retained for the entire course sequence. The advisor gathers insight as the project topic develops and also establishes rapport with the student. For these reasons, it is very difficult for a new advisor to take over a group of projects in mid-sequence. Students have nearly an equal amount of difficulty making the transition as they try to reestablish rapport and become accustomed to a new style and approach.

2. *Well-focused topics*. Topics should be very specific, very focused and very narrow. Students frequently begin with unrealistic expectations about what can be accomplished by a lone researcher within the time and resource limitations of the project. As the impossible task mushrooms, they become discouraged at their lack of progress. A more manageable topic prevents this frustration.

3. *Approval process.* A formalized administrative approval process should be incorporated early in the project, as well as at its conclusion. This prevents students from expending time and energy in what may turn out to be wasted pursuits. The requirement of administrative approval also adds credibility and importance to the applied research project.

4. *Boundaries and deadlines.* Adherence to administratively imposed boundaries and deadlines cannot be overemphasized. Both advisors and students can be quite creative in explaining why rules and guidelines should be relaxed "just this once." In reality, exceptions are rarely justified. Strict adherence to deadlines and standards has resulted in virtually a zero failure rate on completion of the projects.

5. *Formal presentations of findings.* Formal oral presentations of the projects at culmination provide satisfaction to the students and validation of their work. Passing to others the knowledge they have gained turns out to be a significant aspect of the project, and it helps bring closure to a major event in the students' lives.

6. *Research Roundtables.* Semi-annual meetings of all research advisors provide a forum for discussion of problems and concerns. Advisors are able to exchange new ideas that have worked well in their courses and with different types of students and projects. An incidental effect is the collegiality that develops at the meetings as advisors get to know one another better.

Conclusions and Summary

The importance and value of providing a strong learning and workplace linkage in academic programs cannot be overestimated. Bridging theory and practice through an applied research sequence has been one way Baker University has assured this linkage.

The systematic, controlled, empirical process undertaken by students and advisors provides a skill needed by managerial decision makers investigating problems in the workplace. Davis and Cosenza have stated the critical role of research in this environment.

> Business and research's role in decision making is positioned as the *only* means of obtaining information that is designed to answer managerial problems within a systematic and controlled framework (*italics added*).[2]

Through a highly structured and controlled approach, the applied research process has successfully synchronized the needs of students, the community and the University. The hundreds of completed projects provide substantive and lasting evidence of this important learning and workplace linkage.

---

[2]*Davis, Duane and Robert M. Cosenza. Business Research for Decision Making. Belmont, CA: Wadsworth, 1993.*

BBA RESEARCH PROPOSAL FORM

Program Group _____

Name _____

Employer _____

Is the project work related? Yes ( ) No ( )

If not, what is the nature of your involvement?

Proposed Title:

_____

_____

What is the problem you wish to research?

_____

_____

_____

What specific business management concern(s) does this problem address?

_____

_____

_____

Why did you choose this problem?

_____

_____

_____

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BBA RESEARCH PROPOSAL FORM (continued)

Where will you obtain background information?

_____
_____
_____

Where will you look for secondary data?

_____
_____
_____

How do you plan to gather primary data?

_____
_____
_____

Please state your hypothesis(es).

_____
_____
_____

Please attach an outline of your research project.

Chapter I:	Introduction
Chapter II:	Review of Relevant Literature
Chapter III:	Methods
Chapter IV:	Results
Chapter V:	Summary, Conclusions and Recommendations

_____ _____

Faculty Advisor SPGS Research Director

Practical Action Research in Non-Traditional Students' Senior Projects

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University of South Alabama

The purpose of this paper is to describe and analyze some of the values accepted, the methods used, and the sort of knowledge constructed by non-traditional adults in their senior year projects. It is hypothesized that some interesting varieties of action research will result from the experience, reflection, research and analysis of adults who have one foot in the university and one in the workplace and community.

This preliminary evaluation of the quality of senior projects will work to clarify what is meant by a practical discipline and action research. In addition, it is hoped that this close reading will uncover difficulties experienced by students working in this interstice which will help us improve our teaching and our own research and service.

The evolution of the University of South Alabama's Personalized Study Program for Adults' (PSPA) use of senior projects as a capstone of its interdisciplinary undergraduate degree for non-traditional students has been described in previous Alliance conferences proceedings.(Bunnell; Fishman, Bunnell, and McNees; and Gordon and Turne)

Because PSPA is a personalized interdisciplinary program for adults its senior projects tend to identify and address individual, workplace and social problems and needs. Numerous business plans, educational materials, service organizations, occupational outlook studies, videos, training manuals, artistic creations, handbooks,

employee development programs, and academic papers have been created as senior projects.

While the methods and values adult students employ to create their projects vary with their subjects, a range of categories of research appear in our collection of more than ten years' and more than three hundred sixty students' senior projects reviewed. Our library of senior projects contains a full range from somewhat impractical normal social science papers, through collections of research results and varied observations of phenomena, to a practical discipline and action research, and on to summaries of experience which show little respect for disciplinary standards of rigor.

Whyte, Finger and Wollis and the literature on action or strategic research note the gulf between university and discipline-based research and applied research. Argyris and Schön (1989) state that the challenge of action research is to achieve an "appropriate rigor" between irrelevance and the undisciplined. A review of the these senior projects provides an opportunity to learn from our students.

The paper will begin with a brief review of the literature on reflective practitioners, and treatments of the range of practical research approaches variously called participatory action research, action science, or critical reflection.

Numerous critics have documented the disproportionate influence of positivism as developed in Vienna Circle on science, social science and the professions. (Schön, 1983; Kuhn; and Boyd, Gasper, and Trout) Social scientists were lead to treat members of organizations and communities as passive subjects. To the contrary, Whyte emphasizes that social complexity is too great for controlled

experiment and as a result rigorous social science requires collaboration between all parties of researchers and practitioners. (Whyte, 504)

Schön notes that both institutional relations of research, education, and practice and leading teachers of professionals are disturbed by the fall from Technical Rationality which applies, "specialized knowledge to well-defined tasks"(19) A positivist approach has lead institutional relations which assume an overly neat separation of theory, application and practice. Practitioners are understood as simple suppliers of problems and solvers of simple problems of implementation.

Advocates of a Technical Rationality model based on medicine or engineering "cannot describe or teach what might be meant by making sense of uncertainty, performing artistically, setting problems and choosing among competing professional paradigms." (Schön, 19-20)

Chris Argyris and Donald A. Schön argue that Technical Rationality has become what Kuhn calls "normal science" and its unquestioned conventions sacrifice relevance for a false rigor. (1989: 42)

Given this artificial specialization and hierarchy, one would expect practitioners to help rectify the narrowness and impracticality of basic social science. Adult students like those in the Personalized Study Program for Adults who have played a variety of practitioner roles may provide some insight toward achieving a balance between rigor and relevance. The review of topics chosen and methods employed in PSPA senior projects which follows is intended to flush out the nature of this often delicate balance.

In adult degree programs which facilitate self directed learning students have an opportunity to take the initiative to investigate a topic independent of disciplinary definition or theory. The PSPA program encourages work between disciplines with relevance to students career goals. Most senior theses are focussed on experience based rather than theoretical problems.

Are Senior Project Topics Relevant?

The program serves an important function of bringing relevant issues into the university community. This is in keeping with the conventions of Technical Rationality. The flexibility of our program allows students to take the initiative to bring different disciplines together to solve problems in the broader community. Since adults are often tied to the area by job or family, several PSPA senior project topics are those which are missed by the mix of institutions on the Gulf Coast.

Since our students work with faculty from throughout the university, those faculty develop closer contact with the workplace and community. This works toward the goals of William Foote Whyte.

A large number of students have compensated for the lack of local programs in social work or community development by developing personal programs in PSPA. A Gerontology certificates, available at the bachelors and graduate level were developed as a result of an ongoing interest in this growing segment of our population.

Topics which are neglected in traditional majors may be explored in a PSPA senior project. Wellness, sports management, occupational safety, job market

analysis, the social and psychological causes of crime, music and art therapy, and hospitality have been the subject of several senior projects. Environmental awareness, education, and advocacy are other examples of fields of study currently unavailable on the Gulf Coast. Several students chose to take initial steps toward a graduate specialization in their senior projects. For example, legal issues have been explored by students interested in applying to law school. Other recent projects helped prepared students for graduate work in geography, medicine, history, public administration, and art therapy.

Some groups of projects are tied to university needs. For instance, in our library of senior projects we have a large number of computer science applications, market projections, and programs. In part this is because many adults have acquired substantial experience on the job. Some students came to us because the computer science department recommended that these students finish their undergraduate degree with us then begin a master's in computer science. This approach enabled them to avoid prerequisites, sequences, and requirements which would have added little to the knowledge of these experienced adults.

The university offers certificates to a substantial number of students in the allied health fields and in emergency medical services. The PSPA programs works toward broadening the approach of these students whose training is aligned with the Technical Rationality model of medical para-professionals.

Other topics address problems students face in their current position. Several studies addressing needs of business, medical, non-profit, or governmental organizations.

Several students have written senior projects about segments of the populations who have been overlooked, oppressed or abused. Women, the poor, African American youth, children, cancer patients and the seriously ill, rural people, and the handicapped are some groups who have had advocates in PSPA students who wrote senior projects to document injustice, analyze problems, or to plan programs or services.

Do the Methods employed in PSPA Senior Project strike an appropriate balance between rigor and relevance?

The breadth of topics investigated parallels an equal range of methods employed In describing the various methods, I will endeavor to convey some sense of more and less successful explorations. One must be cautious to fairly evaluate failures on their own terms as well as well as in terms of academic or practical standards.

Two studies, "Autonomy in a Nursing Home" and "A Child's Guide to Social Service," are good examples of how students working in the community have come to articulate the perspective of an invisible or under-represented group. A project on a "Multi-disciplinary Pain Clinic" identified a need within a community and developed a manageable part of the mental research necessary to develop a proposal for fulfilling that need.

It is extremely difficult in the ten weeks available under the quarter system to undertake original research, to create a program plan or an artistic or educational work, and to do the necessary background research. For this reason, the research

proposal course is extremely useful. Several students choose to work on their project during an intervening quarter between the research proposal course and enrolling in the senior project class. One project on a "Holistic Approach to Special Needs Families" overcame this time constraint by starting early, by selecting portions of the grant of which it was a part to complete, and by simply working more than required for the eight credit hours awarded. PSPA has been able to draw exceptional and dedicated people who produce extraordinary projects. "Therapeutic Music for the Elderly" is good example of an interdisciplinary project which breaks new ground in this community. Several creative ideas such as a consideration of the relationship between de Tocqueville's analysis of the american character and the banking crisis. "Gulf Coast Artists: The Art of Marketing Art" and "Art Photography as a Business" are examples of projects completed by people who have had a idea for entrepreneurial activity which the senior project serves to focus and develop.

One need not expect original projects or research in an undergraduate thesis. Argyris and Schön emphasize the complexity and equal importance of more practical work. Several projects simplify, clarify, and popularize law, medical procedures, and government regulations and services. PSPA students have written several texts and guidebooks. Other efforts at popularization meet with less success. Some topics are overly large. Some student ignore recommendations that they pilot their pamphlets with a focus group of likely readers.

"An Agent's Staff Handbook" provided one student with a chance to codify her valuable experience in training, a clear example of reflection-in-action. Included in

our library are numerous plans, procedures, and handbooks for government or other organizations' offices.

Of necessity some of these plans are specific to a single office. Unfortunately some of these projects are written less critically to please their superiors in the company. Students are reluctant to distance themselves from a company program. Other proposals are somewhat simplistic applications of overly popular topics in business journals such as Total Quality Management. The existence of these less than thoughtful works of application underlines the complexity of the problem of application as described by Argyris and Schön.

While some students are seduced into advocating popular academic topics, other students make the mistake of uncritically accepting the lessons of experience. In our file of senior projects, we have a series of recommendations about what a business ought to do. Authors sometimes neglect to consider how this ideal compares with normal practice. These authors seem to adhere to Agrysis's rules for a defensive professional. (Agrysis, 1991) That is, authors neglect to search for data on results which support or refute their ideal recommendations.

One must constantly maintain balance between relevance and rigor and between theory and practice. Some of our students persist in advocating an unsupported conventional wisdom despite our repeated cries for solid evidence. "There is no research." "Well established professionals know." Sometimes practical experience is a way to avoid finding or adapting more scientific or practical knowledge.This is evident when no serious attempt is made to critically question and survey those with expertise or those who hold a particular view. We ask students

writing these persuasive projects to consider how much more convincing their project will be if the reader is satisfied that they have seriously considered conflicting approaches. Other students are very sensitive to the needs of their readers.

One of the most confounding types of projects flows from a deep commitment to solve an important social problem. Often the writer has extended experience working near the problem. The seriousness and complexity of the issue leads the adult student to resist piecemeal approaches. Nevertheless a failure to limit their project to manageable steps or scope leads to a less than satisfactory result. One older student who refused to partition the interrelated social, economic, educational, and moral determinants of juvenile delinquency, produced a very broad but moving synthesis of research and testimony.

Repeated experiences with other adult students and conventional teaching wisdom lead us to recommend that projects be made more manageable, on the other hand numerous surprises encourage respectful caution when working with "reflective practitioners."

Chris Argyris and Donald A. Schön, "Participatory Action Research and Action Science Compared: A Commentary," American Behavioral Scientist 32 (1989): 612-623.

Chris Argyris and Donald A. Schön, Theory in Practice: Increasing Professional Effectiveness (San Francisco: Jossey Bass, 1974)

Richard Boyd, Philip Gaspe, and J.D. Trout, The Philosophy of Science (Cambridge, Mass: MIT Press, 1991)

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Obtaining the Elusive: An Innovative Degree Program for Re-Entry Working Class and Minority Women

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Obtaining the Elusive: An Innovative Degree Program for Re-Entry Working Class and Minority Women

Abstract

Women are returning to college in record numbers, yet there are many barriers which re-entry students, especially those from working class and minority backgrounds, must face. Growing out of an existing partnership project between Pacific Oaks College and the Pasadena Unified School District, the college developed a Career Development/Student Success program to help district pre-school teachers, who had exhausted their professional career options, overcome the re-entry obstacles and obtain college degrees and teaching credentials. Obtaining assistance from the Rockefeller Brothers Fund, coordinating college services and personnel around a common goal, offering courses which fit the re-entry woman's demanding schedule, working with an identifiable cohort group, and providing individual student support from a career development counselor were pivotal to the program's success. Although a variety of suggestions for improvement were given by program participants during a recent evaluation of the project, the overall feeling among students and staff regarding the program was extremely positive and supportive. All involved felt that this program demonstrated profound academic as well as affective effects as well as identifying several significant program elements which people planning similar programs might want to consider.

Obtaining the Elusive: An Innovative Degree Program for Re-Entry Working Class and Minority Women

Introduction

Women are returning to school in record numbers (Wheaton & Robinson, 1983, Glass and Rose, 1987)! Many re-enter in order to discover their own individual identities, (Sheehy, 1976, cited in Glass & Rose 1987, Hetherington & Hudson, 1981). Some are forced to return due to divorce or separation and the need to assume financial responsibility not only for themselves but for their children as well (Kahnweiler & Johnson, 1980). Still others return simply because they desire a career change or a chance at better employment. Whatever the specific circumstances regarding a woman's re-entry to college life, a pressing need for feelings of self-worth is often cited as a central motivating factor (Glass & Rose, 1987).

Unfortunately however, there are many obstacles or barriers which the re-entry woman must face. Juggling the multiple responsibilities of wife, mother, student, wage-earner, and in many cases the role of single parent, is often an impossible task. Wheaton & Robinson (1983) report that worries about competency, study skills, and competing with the traditional college "youth" at times can be overwhelming. Married women with husbands who work are oftentimes unable to qualify for the financial aid needed to return to school. Many academic programs are geared toward the high school graduate and do not take into account the needs of the returning female student. In addition, classes may be offered at times which are not conducive to the schedules of re-entry women, especially for those who have jobs and children (Chronicle of Higher Education, 1974, cited in Bolton, 1975).

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"While academic institutions cannot be expected (or even hope) to alleviate all the problems of re-entry women, the growing numbers of these students, coupled with the range of obstacles they must overcome, warrant special attention" (Glass & Rose, 1987 p. 114). Several programs have been implemented to address the needs of this population such as the Women Involved in New Goals or WING program at Queens College of the City University of New York (Glass & Rose, 1987) or the "You Too Can Return To College" program at U.C. Davis (Bolton, 1975). Some schools have instituted seminar style support lectures or have even kept their counseling centers open in the evenings to accommodate the multi-role student. Some researchers, in an attempt to assist higher education institutions who may be contemplating providing services to re-entry women, have provided a list of issues to be considered when implementing such a program (Wheaton & Robinson, 1983).

What is noticeably missing in the literature however, is attention to re-entry women who are from the working class or from a minority background. Certainly the dynamics of these issues add an additional set of obstacles which these women must overcome (Glass & Rose, 1987). Finding the means to finance their educations and feeling accepted in predominantly white or middle class institutions are issues to be considered. According to Glass & Rose, some poor and ethnic minorities must attend lower quality schools thus affecting their chances for acceptance into institutions of higher learning. They also state that family roles and expectations may be quite different for these students making it extremely difficult for them to attend to their studies. In addition to the barriers and concerns faced by re-entry women in general, it is apparent that minorities and working class individuals must face additional

obstacles.

In an attempt to address these issues, Pacific Oaks College located in Pasadena, California, established a Career Development/Student Success Program where the special needs of re-entry women are addressed. This paper will describe the development and implementation of this innovative program.

Background Information

Pacific Oaks College is one of only three accredited colleges nationally which specializes in child and human development. Currently, Pacific Oaks offers B.S. and M.A. programs in human development as well as preparation for the California multiple subject (elementary) teaching credential and M.F.C.C. licensing. The college serves approximately 450 students at its Pasadena campus and another 50 in outreach programs in Seattle and northern California.

In 1987, Pacific Oaks (PO) entered into a partnership with the Pasadena Unified School District (PUSD). The Partnership Project, funded by the Ford and other foundations, brought PO faculty, teachers and staff together with the teachers in the PUSD Children's Services Department. The department serves over 600 three and four year olds from Pasadena's poorest families through its state-funded preschools and children's centers.

The goal of the partnership was to increase teachers' abilities to facilitate the development of play, language and early literacy skills in their children. In order to meet this goal, teachers were required to attend monthly inservice training meetings. These were organized around topics related to project goals and presented by

members of our "Resource Support Team" (RST). Members of the team, which included senior and adjunct faculty members from Pacific Oaks College and outside consultants, became available for individual consultation with teachers who desired support in their classrooms. To stimulate participation, a bi-monthly newsletter featured observations of children in Partnership classrooms and highlighted teachers taking advantage of available program opportunities and support.

Despite a slow start, the Partnership emerged as a highly successful project built on mutual trust. This success was documented by annual use of the Adult Focused Inventory which showed statistically significant changes in teacher behavior over three years. Interviews and other qualitative data showed changes in teachers' attitudes and thinking both about the project and, more importantly, about their work.

While participating in the partnership program, a number of teachers flourished. Beyond changing their teaching practices, they became more involved professionally. Some have made presentations at local, state and national meetings of the Association for the Education of Young Children; others are involved in community activities such as the Anti-Bias Task Force and a number have served as mentors for other teachers including those in the local Head Start program.

The more active the women became however, the more clearly the ceilings on their professional career options loomed. In California, teachers in state-funded programs acquire a Children's Center permit rather than an elementary credential. Most do not have B.A. degrees and many receive about half the pay of credentialed teachers. As a result, these women, experienced in their field and revitalized as teachers, had few available options that would allow them to take professional or

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financial advantage of their new skills, knowledge, and attitudes.

One way to increase available options in elementary and early childhood education to the women already in the partnership program would be to provide a program for them to complete their bachelor's degrees and obtain teaching credentials. Pacific Oaks College, where the average age of students is 37 and where classes are arranged around the schedules of working professionals, seemed the perfect site to accomplish these goals. In addition, the partnership teachers already had a relationship with the college and individual faculty members. It seemed logical to create a program that would build on these connections.

Another important consideration in the development of this program was the critical need for teachers to work with the everchanging and diverse student population in the Pasadena area. For example, data from 1986 show that California's school age population was 29% Hispanic, 10% Black, and 7% Asian (Olson, 1988). Projections for the rapidly-approaching year 2000 point to even further diversity and a situation in which Non-Hispanic Whites will constitute less than 50% of the school population (Olsen, 1988). This is already true in many of California's urban school districts. Further, in 1987, the California Department of Education reported that 29% of students were "language minority."

Thus, targeting re-entry programs to minority and working class women was one strategy for finding teachers to meet the growing need for culturally sensitive educators. They speak the languages and know the cultures of their communities. They are in strong positions to become "cultural brokers" (D. Beers, personal communication, November 12,1992) for students who must negotiate the difficult road

between maintaining their own cultural identities and succeeding in school. Furthermore, these particular women were all experienced preschool teachers with years of training and experience. They would bring to elementary education a background in child development often lacking in teacher education programs.

As a result of these considerations, in the spring of 1991, we developed the Career Development/Student Success Program with the assistance of Caroline Zinser, a consultant from the Rockefeller Brothers Fund. Funding from this source provided assistance to pay for a career development counselor and to offset the costs of a financial aide officer and program advisor. We then began to recruit a cohort of teachers to the college to assist them in obtaining their degrees. After countless hours of searching for teachers who might benefit from this program, eleven students enrolled.

Coordination of College Services

Many people played significant roles in the implementation of The Career Development/Student Success program. Two faculty members who were already connected to the partnership program, served as advisors and basically moved the participants "through the system." Personnel from the business, admissions, assistant dean, and Student Success program offices assisted with admissions and financial aid procedures . In many instances college staff met one-on-one with students to give personalized support.

A key person to the success of the program proved to be the career development counselor. She was already a part of the Partnership Program and

applying her services and expertise to this new program was a natural extension. Her presence made a real difference! She served basically as a recruiter, cheerleader, counselor, program facilitator, and motivator. Because she was already an employee of the college, the career development counselor was able to facilitate the enrollment process and often ran interference with the financial aide office. She also worked with each student to help them to complete the application and financial aid paperwork - a task that was indeed confusing and at times overwhelming! Since finances were of extreme importance to every teacher, the career development counselor assisted students to explore a variety of funding sources such as PEL grants and other standard sources of aide including small scholarships provided by Pacific Oaks College. One participant shared, "She gave explanations. Her assistance was helpful," or, "She was the one who really got me to apply to the program. She really cared," or, "I don't know if I could have made it through without her help."

Coordinating the services of college personnel was a challenging task. Unfortunately, all significant potential players were not involved right from the start in the planning and implementation stages of the program, however it is now realized that they should have been. The initial noninvolvement of the staff was not intentional however, but rather a result of inexperience with creating and implementing a program such as this.

During a recent evaluation, college personnel all revealed that this program did not increase their work load. In fact, several felt that the services they performed were already part of their jobs. When asked if communication between departments had been increased because of this program, all replied that communication was basically

in line with the general level of communication required as an ongoing part of their work. Participants mentioned however that communication did increase, albeit to correct some erroneous assumptions regarding roles and responsibilities that had been established when the program first began. However this proved to be a positive experience and as a result, regularly scheduled communication meetings were established in order to promote articulation between the different departments regarding delivery of services. Continually exploring different methods of facilitating ongoing communication to assure that students are served has been a priority.

The Effect of The Career Development Program on Students

The Career Development Program has had a profound effect on all of the participants. Many reported that a variety of changes had occurred in their teaching. One teacher said, "Now, I'm observing with a better understanding because I have more knowledge of children/s behavior." Another related, "Now I can let children direct because I understand the theory." And still another teacher shared, "I am not as judgmental of children and am more accepting of different ways and ideas. I handle my class differently because of the classes I have taken."

Many Pacific Oaks staff members who work with the program reported observing an increase in self esteem among the teacher participants. One commented, "They (the teachers) have proven they are more competent than they think they are. Going back to school has given them a sense of motivation. Many of these women grew up without the notion of being entitled to being someone Now, they are saying, 'Oh boy, am I somebody!"

For the most part, it does not appear that participation in the Career Development Program has necessarily changed participants' career goals as yet. Rather, the program has provided further options for them, i.e. certificated teaching, administration, counseling. Whether participants pursue these options or not is a subject for further study. Several remarked however that this program has allowed them to expect to obtain a degree - an expectation which had been an elusive dream for most.

A number of participants stated that they were more tired now that they had returned to school. Three reported related health and stress problems. Almost all stated that they had to reorganize their lives to meet the demands of family, work, and school. All volunteered that their families had been a tremendous source of support and encouragement. Two even reported that as a result of taking a Communication for Empowerment course, their communication with their spouses had changed. One remarked, "I have learned that it is not necessarily *what* you say but *how* you say it that makes a difference."

Overall, the participants are extremely positive about the program. One teacher enthusiastically stated, "This program has lived up to what it said it would." Another said "At first I wasn't sure about this program. I had never dealt with Pacific Oaks people before and I thought everything would eventually change and that it was just too good to be true, but all my expectations have been fulfilled." And finally another concluded, "I have no suggestions for improvement. This is one program where everything is great!"

The Importance of the Cohort Group

According to Williamson (1983), the notion of utilizing small groups to accomplish goals is an important phenomenon. In many cases, working with small groups is not only more economical but frequently more effective. Small group membership serves to fill peoples' desires for community and in-depth relationships. "We have a need to belong, not to an undifferentiated mob, but to a handful of people with whom we can share our thoughts and feelings and with whom we can work to create something of lasting value" (p. 5).

In a preparation program for principals and teachers at East Tennessee State University described by Blankenship (1989), the strength of their program was based on the fact that the participants were organized around cohort groups which allowed participants to draw from the experiences of fellow students. When asked to summarize their perceptions of the strengths and weaknesses of the program, all participants ranked their cohort group experience as number one. "The cohesiveness of the group form(ed) a bond for support and encouragement" (p. 24).

Similarly, an extremely important factor to the success of the Pacific Oaks Career Development Program was the strategy of developing a project which focused on a specific population cohort of students - in this case, working class and/or minority re-entry women. Collaboration and sharing was a positive outgrowth of working with a cohort and was most prominent in situations where there were several participants working at the same school site. One teacher related that she frequently observed children exhibiting behaviors directly relating to course material currently being studied. She was then immediately able to identify and discuss these behaviors with

her colleagues in the program thus reinforcing her own learning.

The college facilitated the organization of the cohort by structuring courses to create a balance of seminar and general course work and by offering one class which fulfilled a graduation requirement strictly for program participants. One faculty member commented that she noticed very few differences between program participants and those regularly enrolled at the college. In fact, she stated, "The differences are positive in that participants are able to identify with their group much faster. For those not in the program, connections tend to come much later."

Suggestions For Improvement

A variety of suggestions for improvement were made by all those interviewed during a recent evaluation study of the program. One felt that the college needed to make procedures and policies a bit more clear regarding financial assistance and registration. Another suggested that each student needed to be tracked more carefully and that individual appointments should be made with the career counselor, the student, and the financial aide office to explain procedures and to address each student's individual situation. In addition, it was proposed that a meeting should be scheduled with the financial aide office, career counselor and the Director of Research prior to the beginning of each semester to provide more follow-up information regarding each student.

Another felt that a timeline specifically tailored to the needs of the program participants should be developed and distributed to all. Also, it was suggested that it would be helpful not only to have a student handbook but to also have a procedures

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manual on how to implement this type of program.

One staff member stated that, "We need to be realistic about the people who come through. This program is not a panacea and is not for everyone. We must provide as much information as possible to each person before they start and money needs to be available. We must take into account that different people are in different stages of obtaining their degrees, therefore, everyone needs different levels of assistance."

Conclusions

Although not a true research study, this project nonetheless identified several significant program elements which we believe people planning similar programs might want to consider. First, the importance of utilizing a cohort group cannot be overly stressed. The students repeatedly remarked how being part of a group assisted them both academically and affectively. Second, expanding on an existing program, that is, the Pasadena Partnership, proved to be a pivotal strategy. Both the students and the Pacific Oaks faculty felt comfortable as the program began due in part to the meaningful relationships that had been mutually developed through the partnership. In several cases, personal connections had been made during the partnership years thus creating a greater sense of trust and commitment from both sides toward making the program a successful experience. As a result, one participant has already completed her degree objective, two more will be finished in June of 1993, and the other students are all making progress toward completing their degrees!

Third, from the college's perspective, this venture was meaningful because it

brought together parts of the institution which typically had not functioned in concert with each other. Personnel from community services, core academic teaching, and community services collaborated to achieve a common goal and began to function as a cohesive unit. In a sense, an integrated services model developed which could be replicated by any institution wishing to create not only this type of program, but any number of other projects similar to this one.

Finally, the project has given everyone a sense of accomplishment by providing students with a degree option that for many was never available. One participant enthusiastically stated, "This program has lived up to what it said it would." Another commented, "It's a wonderful project. It has opened doors for those who didn't think it was something they could crack. The students are so excited and energized. They are feeling so good. This has really been a boost to self confidence."

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FORGING CONNECTIONS IN ADULT HIGHER EDUCATION

Track I: Learning, Workplace and Community

Format: Workshop

"The Adult Decision-Making Process: Articulating Our Most Cherished Values"

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As someone who has been teaching with adults for nearly seven years, four of which have been in the external degree program at St. Mary's College of California, I have noticed a trend that I would like to discuss with others who share my interest in the education of adults. This trend relates to the values which adults use in their decision-making processes, whether in their professional or personal lives.

It has appeared to me that many of the adults which I have encountered as students know that they have values which inform their decisions but they are often very slow to be able to articulate those same values. In the context of the classroom, one of my goals has been to assist and to accompany my adult students as they each move towards their own best descriptions of their most

cherished values. It is my strongly held personal view that this careful articulation of our values can enrich our lives, long after one's formal education is at an end.

With a view to clarifying why it is often so difficult for adults to articulate their own values and with great hopes that my colleagues could share their wisdom with me about how best to facilitate this articulation in the classroom, I am conducting this workshop. The structure I propose is this:

I. General Introduction of the Topic
II. General Discussion: Participants' Experiences
III. Group Conversation on a Teaching Text: Attempts at Our Own Articulation of Values
IV. Further Group Discussion
V. Conclusion from the Group

The "teaching text" which I propose to use is an excerpt from Julian of Norwich's A Revelation of Divine Love. Julian of Norwich was a 14th century Christian mystic who lived in England. She writes about an experience that she had which was a direct encounter with God: she spoke with God and heard God speak with her.

Julian continued to write about this experience for over 20 years, until her death. Many scholars say that she chose to keep writing about this one experience because she was earnestly trying to

comprehend it, even years later, and the process of writing about it was part of her effort to comprehend this unusual experience.

I chose this text for three primary reasons. One, while Julian of Norwich's encounter with God was extraordinary, her words are very ordinary and that helps to make the text itself easily accessible to the reader. Two, the majority of adult students which I have taught with seem eager to describe their own responses to religion, whether positive or negative, and this text invites that type of conversation. And finally, I believe that it is crucial for us to read and to know women scholars from our shared past.

While my interest in discovering why adult students seem to have such a difficult time in articulating their values begins from my work in the classroom, I also have another interest in this topic. My two previous degrees are in English Literature and in Systematic Theology and I am currently working to complete a doctorate in Theology, with a specialization in Homiletics. My focus on preaching is rooted in three primary areas: the historical, the theoretical and the practical. In addition to my teaching and research, I serve as a guest preacher in Catholic parishes in northern California and Arizona. I believe that if as a preacher, I better understood why my contemporaries struggle so with the construction of their own value systems, perhaps I could be offering them more appropriate content from the pulpit.

To now turn directly to the question: Why do adult learners seem to

have difficulty in articulating their most cherished values? What will follow are some of my approaches to this question and I present them with the expectation that by better understanding what stands in the way for these adult learners, we as instructors can better assist our students as they move through the articulation process.

Initially, it may be that most of the adult learners which I come into contact with find it difficult to express these values because they are now returning to the formal classroom setting and are filled with uncertainties about many of their skills and capabilities. There is often an extremely high level of anxiety perceptible in the room when I first meet with a group of adult learners. I attribute a large portion of that to the material of the courses which I teach: An Introduction to the Great Books and An Introduction to Religious Studies through the use of autobiographies. In some ways, it is not surprising to me to then hear them say things along the lines of "I can't read Shakespeare, I'm not smart enough. I never finished college. After all, that's why I'm here."

After I have geared much of the work in the early sessions towards building confidence in the students and they do indeed find themselves successful at not only reading Shakespeare but also at reading Dante and Plato, there is still a large amount of hesitancy about speaking clearly about what basic values guide their own lives. Usually, with some encouragement, a group of students can

discover and discuss what values these great works of Western civilization are based upon...but to investigate what they themselves might have in common with this thinkers seems to be "too large" a question to ask. To begin from a different direction can also be slow going; say, to start from the major decisions in life which these texts might represent and then to ask the students how they would work through the same decisions does not seem to be much more successful. However, once an individual student is able to describe the values which guide them in their decision-making, it seems that she or he is elated at having accomplished this. I would venture to say that most of the adult students which I have taught with are "hungry" to be able to do this very thing. Therefore, to be able to accomplish it more directly in the classroom would be of great value.

The following represent some ideas that I have in regards to the types of challenges which prevent this articulation of values:

Most adult learners are unwilling to appear vulnerable in any way to their peers. This is a logical outcome, I believe, for these students who are successful in the workplace and who have now, for whatever reason or combination of reasons, returned to the classroom. That decision alone represents an admittance that they are not fully competent in every single area of their lives and that something more is needed. Some ways that I have previously tried to respond to this particular challenge is to tell the students experiences which I have had that highlight my personal

unwillingness to admit that even though I am a highly competent professional, there are still areas that I could improve in and that that fact is extremely difficult for me to admit. I also believe that it is helpful to create an atmosphere in the classroom that shows that "thinking out loud" is encouraged and that consistent respect for all present is mandatory.

Some adult learners return to the classroom with the mistaken notion that focusing on values, ethics or religious faith does not belong in academia. It is difficult to know just where this idea comes from but I suppose our cultural history with debates over prayer in the classroom and the separation of church and state in the U.S. all serve to support some of these ideas. In order to counteract this, I am quite specific about the inappropriateness of religious or political proselytizing in the classroom but that that does not entirely exclude the possibility of discussing our values, whether religiously, politically or socially based. The diplomatic sensitivity that is sometimes called for when these topics are addressed can be sizable. I have often thought, too, that my adult students have somehow gotten the idea that "educated" people do not talk about or hold specifically religious values. I am puzzled as to how to respond productively to this view.

Many of my adult learners have spent years in a workplace environment which has taught them that compromising one's values can often lead to professional success. And since they have worked in this type of environment, no matter what the field, they have

then learned that to "stand up for" their own values and to claim them in the workplace is unpopular and that it is often politically unwise. One of the results of this can be that adult students become accustomed to behaving as if they "have no values" or as if the only kind of ethics which they practice are highly fluid "situational ethics" where no ultimate sense of right and wrong is functioning. Coming from a professional environment like this often makes it extremely difficult, then, for an individual to stop and to ask her or himself, "What is the most important value to me? Is there always a right and a wrong way to do things? What do I think of as being moral? What is good and what is evil? What values guide me in my decision-making?"

I think of the challenge of what adult learners have become accustomed to in the workplace as being something more than just falling out of the habit of thinking about values. My hunch is that it is connected to the idea that <u>many adults believe that women and men who say that they are guided by values, religious or otherwise, are "naive."</u> Too many adult students have seen co-workers (or even they themselves) be forced into untenable work situations because the values which guide them are <u>not</u> the values which guide the organization and, therefore, the worker loses, in a manner large or small. Given this experiential perspective on why it might be valuable to not to "claim" one's values in the workplace, it then makes sense to me that those same adults would then be hesitant to speak honestly about their values, even in a setting that is not in their workplace.

Yet another reason why adult learners might find articulating their values to be difficult is that for many, the last time that they were using language to describe these values, they were much younger and were possibly in a Sunday school-like setting, where the language would naturally be less sophisticated. This perspective is connected to the dimension that focuses on the adult learner's unwillingness to appear vulnerable or unknowing. If the last time the student intentionally used value-focused language was when they were much younger and when they were in a passive learning position, to summon up that language or vocabulary is not likely to be very satisfactory. The vocabulary which any of us used when we were in childhood was suitable for that time and it is not necessarily suitable for today.

By indicating that adult learners who are returning to the classroom have a noted difficulty in articulating their most cherished values, I am not saying that this difficulty belongs to this group alone. I would suggest that this lack of ease in talking about our values is somehow culture wide, and this opens up another area of investigation on this challenge. In recent years in our culture, it seems that only those who hold extreme religious or political views (whether towards the conservative or the radical) are willing to discuss their basic values in public. Those who might hold more moderate values and are even aware of using these values to go about making all sorts of decisions, seem somehow to be much more silent. Why this is so, I do not know. But I do know, for example, that when I meet a new group of adult

students and I am introducing myself to them, I make certain that they know that even though my religious faith is very important to me and that even though I am myself a preacher, I am not like "those preachers on television" and "don't worry, you can swear in here; just as long as you aren't swearing at one another." Isn't it curious that I find it necessary to define some of my most cherished values by describing them in the context of what I am not like? While I acknowledge that this is a reality in our world and in the classroom, I am not certain as to how best respond to it.

It is important to state again that I have found that adult students appear to be quite "hungry" to be able to speak with more facility about their basic values. I have had numerous students who have told me that our class discussions and papers have allowed them to ask questions of themselves that have yielded highly positive results: many have better understood why they chose to leave the faith traditions of their childhoods, many say that they now grasp why they made certain life decisions in the manner in which they did, and some have indicated that they now want to be "more intentional" about how they make their choices. They tell me that they now know that it's alright to talk about how they lost a job, about their divorce or about the death of a loved one. And some say that they now want to focus on a spiritual path or to find a worshipping community where they will feel at home.

I highlight these outcomes not because I think that they should necessarily be our goals but rather to show that this effort is

clearly worthwhile. How can we, as instructors, better accompany our adult students in their efforts to articulate their most cherished values?

I have every hope that by speaking with my colleagues that I will be able to learn some methods that will help in the articulation process for the student. To talk with one another about what we have encountered that hinders or helps this type of investigation of values is bound to be fruitful.

BLENDED LIFE PLANNING: CONNECTING EDUCATION, LEISURE, AND WORK IN ADULT DEGREE PROGRAMS

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Educators in the Personalized Study Program for Adults (PSPA) at the University of South Alabama have developed a new course, APS 301 Adult Learning: Critical Reflections, which reflects the department's commitment to providing meaningful opportunities for students to discover the underlying connections among their work experience, leisure time, and educational programs. In this upper level course, the instructor assumes that students have had recent experience in the college environment and some training in life skills - written and oral communication, interpersonal and group interaction skills - and provides them with opportunities to apply these skills in career and adult development activities. Additionally, the instructor addresses issues pertinent to upper level students in a variety of professional, community, and educational contexts to assist them in their transition from the academic setting to the community/work setting.

The course is based on concepts gleaned from adult education, developmental theory, and career and leadership resources. The course objectives are listed below, followed by a discussion of the rationale for some of the objectives and sample classroom activities which help fulfill the objectives.

Course Objectives:

1) To understand the essential components of the PSPA degree (general education requirements, proposal rationale, proposal, field of study, senior project) and the role each plays in contributing to ones success in his/her

education and career.
2) To be familiar with philosophies of education with particular emphasis on adult education.
3. To understand the concept of lifespan development and be able to apply adult development theory in ways that will enhance ones growth as an adult.
4. To be aware of the skills needed in today's workplace: written and oral communication, critical thinking and problem solving, and the ability to work well and communicate effectively with co-workers.
5. To enhance personal effectiveness and leadership skills.
6. To incorporate the career development skills that are learned in this class to the workplace.
7. To help develop a philosophy of life which successfully integrates education, work, and leisure.

Today's workforce must be prepared to meet the challenge of the global marketplace by becoming proficient in problem-solving, critical thinking, use of technology, and effective communication (Secretary's Commission on Achieving Necessary Skills, 1991). In addition, workers must remain up-to-date in their chosen field. The necessity of lifelong learning, long heralded by adult educators and developmental theorists, is being supported by a growing number of adults who have changing educational needs as a result of the demands of the workplace. Changes in the economy and technological demands of the workplace have led many adults to seek further education to replace obsolete skills, learn new skills, or to be more competitive in the job market. Women and minorities have found educational pursuits to be a means of improving and gaining status in the workplace. However, students often fail to see the connections, or professors fail to make the connections, between formal education and its application to family, community, and workplace. Through the APS 301 activities listed below, we are attempting provide opportunities for students to make the connections.

Sample Classroom Activities:

Problem solving and critical thinking activities related to community and workplace
Writing assignments which require students to reflect on their strengths and weaknesses and relate their academic plans to their career plans
Overcoming public speaking fears-lecture
Oral presentations by students in which they teach other students about one of Stephen Covey's seven habits of highly effective people.
Informational interviewing
Interpretation of the Myers-Briggs Type Indicator

Along with the concept of lifelong learning, there is growing support for "blended life planning," described by Patricia Cross (1981) as "work, education, and leisure are concurrent rather than alternating, at all points throughout life"(p. 12). Many younger students are working part-time while attending classes, many adults are going back to school while continuing to serve other roles - employee, parent, caregiver, volunteer, homemaker, etc. Older persons are enhancing retirement through volunteer work, re-entry into the workforce, and involvement in educational programs. Leisure pursuits have become more complex and are seen as a necessary component to deal with our stressful lifestyles. Now leisure and recreation studies is considered a profession, emphasizing the importance of leisure in our lives.

The traditional idea that we should go to school for the first 20-25 years of our lives, work through the middle years, and spend the remaining years in leisure activities is also challenged by Richard Bolles (1981). In his book, The Three Boxes of Life, he emphasizes the importance of getting out of the three boxes-education, work and leisure-and finding ways to pursue these activities throughout our lives. He supports the notion that

education is a lifelong process, but also encourages persons to enjoy leisure activities at all phases of their lives and to view leisure as a time for enjoyment and self-development rather than just absence of work (Bolles, 1981).

Blended life planning is an important component of adult degree programs. Adult educators often have classroom opportunities, such as the examples listed below, to help students discover the underlying connections among their work experience, leisure time, and educational programs.

Sample Classroom Activities:

Journal writing after each class - What have I learned tonight that will help me in my personal life and career?
Discussion of The Three Boxes of Life.
Exercises emphasizing self-assessment of ones transferable skills, work satisfiers, and personal values

Understanding adult development in a way that empowers adult students to direct their own development is an integral part of the educational experience according to Frederic Hudson (1991). Many adult development theorists, including Hudson, support the notion that development involves cycles of continuity and change (Kimmell, 1990). While traditional theorist such as Sheehy, Ericson, and Levinson emphasize the linear or stage development approach, Frederic Hudson (1991) support the notion that adult development involves personal cycles interacting with social changes. While stage theories suggest order is predominant over change, Hudson contends that "change is predominant over order. Adult life from now on will proceed with multiple options, random opportunities, information overload, lifelong learning, a global orientation, ongoing social upheaval, and a constant need for people to be responsible for themselves as they raft their way along the river

of change" (Hudson, 1991,p. xviii). Hudson builds on Levinson's terms-life structures and transitions- to offer a theory of adult development which describes adult life as stable periods called life structures and unstable periods called mini-transitions in which one repairs the structure of his/her life. He also describes life transitions which involve major changes in ones life. Hudson's plan helps adults understand that people experience stability for a time, then go through a period of transition and reevaluation, then experience more stability. Hudson describes the skills that empower adults through their life course and help them manage change throughout their adult lives. In APS 301, instructors utilize the following activities to give students an overview of adult development theories and to help them understand Hudson's theory so that they may apply it to their lives.

Sample Classroom Activities:

Discussion of theories of adult development, including Hudson's theory.
Viewing of video "City Slickers" and discussion of its application to Hudson's theory.
Discussion of philosophies of adult education

Student evaluations of the course have been very positive:

"The course is directly applicable to my needs not only as a student, but as a person."

"I would have liked for my spouse to come and learn with me."

"I am learning so much that I can apply at work."

Comments such as these suggest that the course is meeting the desired objectives and that students are understanding how to apply what they learn in the classroom to the rest of their lives.

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THE PRAXIS MODEL FOR ADULT EDUCATION

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Living in today's world requires more than extended education and enrichment. Adult learners seek to develop knowledge, skills, and competencies that not only improve their place in this world but also make contributions to society, their communities, their families, and their work places. Increased opportunities and personal economic improvement motivate many. The social agenda is far more complex than merely extending the general base of knowledge each holds. The demands for the 21st Century are with us already. The future is now and the need for education that contributes to learning communities emerges from the world and from the work place. This is not education in preparation for life; it is education for life itself.

The demand for living requires more competent, literate, and knowledgeable workers and citizens who can interact within a diverse environment with ever-changing job requirements. The competitive market place demands that corporations work better, work smarter, and work collaboratively. Company-encouraged work teams whose cooperation is at the heart of the corporation's success replaced the union driven consortia of the past. As a result, conventional or alternate programs for non-traditional-aged adults continue to be the most rapidly growing area of higher education.

THE MODEL

A praxis model for adult education places life-long learning and the adult learner in a societal context. Learning is held in relationship to one's context and is not separated from it. The awareness of the adult learner, the meaning of his/her learning, and the practice and/or application of learning are all connected to one's context. Central to the praxis model is a recognition that learners and knowledge are embedded in context and that assigning value to pure knowledge and to disconnected learner/scholars is rejected. Praxis places attention on three essential tasks of the learner: consciousness, practice, and reflection on practice.

Becoming conscious of oneself in the world is the process about which Freire[1] writes. Freire identifies literacy and dialogue as the essential tools of consciousness. Consciousness involves awareness of oneself having experiences, observing whether or not others have these experiences, examining others' experiences for their influences, and learning about the ways in which one is similar to others and/or unique. In a capitalist society, consciousness includes becoming aware of oneself as a consumer and a target of marketing, and becoming aware of economic class, limitation, opportunity, and privilege.

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[1] Freire, P (1970). Pedagogy of the oppressed. NY: Continuum.

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Once conscious, one observes the ways in which persons act on and influence their environments. The conscious adult is environmentally and socially aware and explores one's role as an agent who acts in the world.

The second task of the learner in the praxis model is practice, i.e., practicing one's skills and developing new skills. This task is about "doing" and involves increasing the skills with which one is at work in the world. Practice includes training and it is in this arena where adult education appears to offer what business and industry want workers and managers to know. Optimally, practice includes initial and outcome assessments. Whether or not one has gained skill and improved with practice is a measurable aspect of learning.

The third task in the praxis model is reflection on practice. Reflective practice means being at work in the world, practicing, reflecting on the results of one's practice, making decisions about how to modify or alter one's practice in order to increase one's effectiveness, and engaging again in practice. The cycle of action is continuous: reflecting, acting and reflecting again. Engaging in this cycle necessitates being able to take a reflective perspective—being able to identify what one needs, to think about one's behavior, to assess the results of the behavior, to construct alternatives to the behavior that might increase effectiveness, and to act again. The classic work on reflective practice is the writing by Schon[2]. Argyris and Schon[3] write about closing the gaps between one's "espoused theories" and the "theories-in-use." One must be able to assess the difference between what is said and how one behaves. Reflective practice is a life-long activity.

THE LEARNING PROCESSES

The praxis model is grounded in two learning processes: collaborative and dialogic. Each of these processes has implications for program and course design as well as faculty work. Collaboration requires learners to listen to others: to hear how the ideas of others relate to, challenge, or result in the reshaping of one's own ideas. It involves putting one's ideas in relationship to another's ideas—again, the issues of context and relatedness.

Collaboration reinforces the importance of cooperation and challenges a western assumption that one can only be evaluated on independent accomplishment. Curriculum designers can assess in what ways collaboration is best woven into a program. They must identify the courses in which collaborative work can most enrich the perspective learner. Collaborative course assignments can be made of many familiar forms of work: research, writing, presentation, field assignments, projects, case studies, and position papers. Evaluation can include internal evaluation of group processes and internal and external evaluation of the final work product. Furthering the example by applying collaboration to faculty work, faculty can assess the aspects of governance that are most effectively

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[2] Schon, D A (1987). The reflective practitioner. San Francisco: Jossey Bass, Inc.
[3] Argyris, C & D Schon (1982). Theory in practice: Increasing professional effectiveness. San Francisco: Jossey Bass, Inc.

collaborative and use task forces intentionally and strategically. Faculty can carefully assign committee membership and value the recommendations coming from committee colleagues. At its best, collaboration is synergistic—the learning that results is more rich than that which one person could achieve. At its worst, collaboration is experienced as a division of labor that reduces one's task and weakens one's learning.

Dialogue is a divergent process for exploring, for engaging, for listening that is grounded in the respect of persons. It requires putting aside one's previously formed point/s of view and hearing the perspective of another, perhaps for the first time. One must suspend assumptions and prejudice and listen with a willingness to be changed by what the speaker says. With practice, one develops skills of opening up and extending dialogue on any topic. Not intended for decision-making, dialogue allows participants to express many aspects of an issue. Each participant engages a question posed to him/her, then identifies what question will extend the thinking and the sharing in the dialogue, then poses that question to the next participant. In another kind of dialogue, participants listen to one member describe a situation and then ask the questions that they imagine might open up new ideas for the one expressing the situation.

Program designers can engage in dialogue with various market constituencies about needs and interests, with faculty about their experiences teaching in a particular program, and with learners about their experience with the flow of courses. Dialogue allows one to learn broadly about the perceptions and experiences of others without needing to force the information into identified categories. In class, dialogue is an excellent vehicle for generating alternatives emerging from real-life situations that adult learners have in the workplace. Dialogue exercises allow learners to develop skills of listening and asking questions without judgment. Faculty can use dialogue to understand the range of faculty feeling on a policy issue, to open constructive interaction with administrative colleagues, and to explore alternative responses to situations. Dialogue allows persons to learn about themselves and others in ways that sustain relationship and connection.

THREE LEVELS OF CURRICULUM DESIGN AND ASSESSMENT

Using a praxis model of adult education, curriculum design and assessment are engaged at three levels or principles: contextual, individual, and collaborative. First, trends and issues of the society in the 21st Century are identified and become the context for design and/or assessment. Second, adult learning is most effective when it can be individualized in a way that adults acquire the particular skills and experiences they need. Third, collaborative learning contributes to praxis and is woven in by design and assessed rigorously. An introduction to the three levels or principles applied to curriculum design and to assessment processes follows.

Curriculum design is contextually grounded when it addresses forthrightly the trends and issues in a discipline or a profession that have bearing on or speak to the issues in the society. Context informs curricular content. Two examples of contextual grounding are: (a) holding the trends and issues for the 21st Century in relationship with

essential knowledge of a discipline or profession and building the curriculum consciously; and (b) allowing the elements of a curriculum to be informed by the requirements appearing in job listings in the discipline or profession. A third example, broadening a curriculum so that application has occurred in several settings, is well illustrated by student teaching experiences.

Individualized learning becomes an element of curriculum design when opportunities to do independent studies, to specialize, to do emphasis work, and to focus specific course assignments allow learners to shape their academic program in individually meaningful ways. Collaborative learning as an element of curriculum design appeared above with the examples of looking at the role of collaboration in a field or a discipline and placing collaborative requirements intentionally in a program design and of using collaborative course assignments.

The praxis model can also be applied to the assessment of learners, programs, and faculty work. Assessment is contextual as it recognizes the society in which learning and work is occurring. An example of contextual learning assessment is the evaluation of life learning essays in which adult learners relate their learning experiences to knowledge in a discipline. An example of contextual program assessment is evaluating the effectiveness of an accelerated program for working adults by attending to the complexity of their lives and the real time they have to put into academic work. Teaching portfolios are an example of a contextual assessment of faculty work which can reflect many different kinds of faculty work. One's specific work as a faculty is often based upon departmental need and one is then reviewed for that work.

Academic planning and contracting for grades in courses are examples of individualization in learner assessment. Applying individualization to program assessment involves evaluating the effectiveness of the individualizing points of the program design by asking questions like: Are individualizing opportunities in place in the program? Are these opportunities positioned and administered in ways that learners experience to be useful? What percentage of our learners are individualizing their academic program now? How effectively is this program being individualized by learners? What will increase the ease with which learners can individualize their programs and how effective are these programs in responding to individual learning needs?

Applying the principle of individualizing to the assessment of faculty work means looking for the ways in which faculty members have tailored their time and efforts to produce particular results and assessing those results. It means keeping in mind that faculty have individualized the way they work as faculty and that they need to be reviewed in light of those specifically tailored jobs. Further, it means letting go of requiring all faculty to look alike in the review process.

Applying the principle of collaboration to learner assessment means offering academic credit for group learning experiences in which learners provide evidence of their learning and its application to another setting. Experiences such as organizational

simulations and team-building on high and low ropes, and mountain climbing are examples.

Applying collaboration to program assessment begins with evaluating the collaborative points woven into the design of the program and asking such questions as: Are the collaboration points previously identified working in the program in this way? How do we know that learners are gaining skills and experience at collaborative learning? What percentage of our learners have gained collaborative skills that they have applied in other settings? In what ways can we increase the effectiveness of the collaborations done in this academic program?

In summary, a praxis model for adult education informs both content and process by drawing attention to: (a) consciousness, practice, and reflection on practice as essential tasks for life-long learners; (b) collaborative and dialogic learning processes; and (c) contextual, individual, and collaborative levels or principles of curriculum design and assessment processes.

THE CASE STUDY

A small liberal arts university diversified into adult programs about 20 years ago. Several high quality professional programs for its traditional-aged, in-residence, undergraduate students existed at that time. These professional programs and a new innovative college began to attract working adults into graduate programs staffed by the full-time faculty. The degree completion programs were staffed by full-time faculty teaching on overload or in the summer.

In the late 1960s and 1970s this university was in search of additional revenues and it became apparent quite early in the process that this new enterprise would provide a continuing revenue stream that would only increase. Soon the increased revenues from the adult and graduate programs were pumping life into institutional deficits. The institution was courted by and eventually married a proprietary organization that had developed a packaged lock-step baccalaureate degree completion program for business and management and masters degrees in education and in management. These faculty-proof curriculum guides could be used by almost any content specialist. Working adults were attracted to this opportunity to complete degrees at an accelerated rate and adjunct faculty with professional expertise seemed plentiful in a large metropolitan region.

The traditional faculty began to question the quality of such a program and the alumni feared a devaluation of their degrees. The relationship with the for-profit organization was severed and the academic unit serving the needs of working adults began to develop its own culture and sense of identity. Faculty with both academic and professional credentials were hired. The programs were staffed primarily with part-time faculty, but full-time faculty provided leadership and oversight to the curriculum.

The adult program grew steadily and generated more and more revenue for the university as a whole. Today, the adult program generates more than half of the total university revenue and contributes about 30% of its total revenue to the overall benefit of the traditional liberal arts programs, roughly equivalent to the financial aid supporting the traditional, on-campus student population.

Today, there are about 1,000 more students in the adult program than there are in the traditional on-campus program. The adult students are mostly enrolled in management and business and information systems programs throughout southern California with a relatively large enrollment in professional education programs.

The full-time faculty are in a ratio of 4:1 (traditional liberal arts faculty:adult program faculty) with approximately 450 part-time faculty serving about 2,500 adult students. The faculty within the adult programs have identified issues of technology, globalization and environment as particular challenges into the 21st Century with particular emphasis placed on asserting its leadership in adult education.

The adult students and programs are mostly invisible to the traditional students, faculty, and administration. Resources are more and more scarce and, despite its best efforts, the administration has failed to reduce the amount of student aid among the traditional student population. The result places the adult programs in greater and greater competition for these scarce resources. There is very little recognition of the faculty resource needs of the adult education programs. Unmanaged growth has caused extreme pressure on the staff of the program. The adult program has minority status with respect to the rest of the institutional culture.

THE RESPONDENTS

Four groups of respondents to the new praxis model form the local constituencies. These four groups consist of the traditional liberal arts faculty, the adult programs faculty, the adult learners, and the administration. We will divide the participants in this workshop into four groups representing each of these constituencies.

Each group is asked to engage the following questions in the context of the model and the case:

- What learning strategies would you need to utilize in order to implement this model?
- What kind of institutional support will be needed to implement this new model? (The student group should consider this question in the following form: What institutional support will you need to engage this model?)
- What are the implications for the application of traditional discipline-based models of knowledge?
- How with this model affect the organizational structure of the academy?

- In what ways will graduates be better prepared for the challenges of the future?
- How will student work be evaluated?
- How will faculty be evaluated for promotion, tenure, and contract renewal?

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Discussion Format

Listening to Students: The Effect on Teaching

I have been a participant in a revolution for the past eight years: a revolution in pedagogy in higher education, focused on enabling adult students to become active learners through writing across the curriculum, self assessment, and the use of narrative as a study of learning. I think of the process as the "rebirthing" of an old traditional teacher, a teacher of high school and college since 1962.

I began eight years ago as a participant in writing workshops, mainly out of curiosity and a desire for something new and fresh in my career. These experiences proved more than I expected. They were actually a shock to my system, for they mandated revisioning of myself and my students as "whole" persons in the learning process. Indeed, the research on writing focused on the connectedness of one's affective and cognitive dimensions in the writing process and forced me to look at the person doing the writing, not on the writing as a phenomenon standing alone unconnected to a human being. I learned how to respond to a person doing the writing rather than only to words on paper and I also learned to appreciate and understand more about writing as a thinking process rather than a product of thinking. All of these insights started me on a journey which I am still on: how to help students become processors of learning rather than mere bins to be filled with products of my liking and choosing.

The assessment workshops (again entered out of curiosity and a quest for "newness") continued this emphasis on the student but added the idea of students

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as evaluators of their own learning. This idea was scary. It required loosening the reins of a traditional teacher's control of passive students even more and propelling students toward looking at themselves and how they were learning. Finally, a FIPSE project on narrative and self assessment directed by Mary Kay Kramp and Lee Humphreys has continued to provide an additional dimension of interaction between student and teacher, as students are invited to reflect upon their lives and their classroom journeys. How do they experience their learning? Do they see the learning process as a part of their total life experience? How does the latter impact on their learning? How do they experience their learning processes? Where do they experience frustration, failure and/or success? And, most important, how do their stories of these experiences affect my teaching? What impact do these narratives have on me as a college professor?

What I have learned and unlearned have been of equal significance but the two dimensions of my learning which seem to stand out for me presently are the unity of the cognitive and affective dimensions in any student learner and the importance of connected knowing to students, even those who profess to be separate knowers. The more connection, the more powerful the learning is a lesson I learn over and over.

The course I am currently working with in this evolution is a liberal studies seminar (LS1010) for adults returning to college. It is a required course regardless of prior college education and focuses on three dimensions: the development of reading, writing and thinking skills, the study of the philosophy of education and higher education in America today, and a reflection on the self as learner and self assessor of that learning process.

Students seem to have a love-hate relationship to the course. They are coming or returning to college as adults (twenty-four years of age and older) who have been

independent, successful or stagnant in careers, often with families, perhaps in transitions such as divorce, illness or other problems, and almost always with anxieties or low self esteem as learners. Thus, they come as individuals who are anxious and conflicted, yet excited and expectant about the course. They want to be here, yet they are very apprehensive. So, it is with great trepidation that I begin each new class, knowing the knotty stomachs, sweaty palms and eager eyes that lock in on me!

We spend a lot of time getting to know each other and beginning a bonding process. We read "Allegory of the Cave" and freewrite our reactions, a few reading their pieces aloud. Then we look at the syllabus and anxiety mushrooms!

The first few weeks of the semester we read philosophers of education: Plato, Newman, Whitehead, Dewey, Freire, Minnich. The last weeks we prepare research papers and look at higher education in America. Throughout the semester we write, first a narrative about how they came to be enrolled in LS1010, and later papers on the philosophers. For each of these papers, they respond to four questions based on a model developed by my colleague, Allen Scarboro. What is the argument of the philosopher; how does your experience connect to his argument; what questions do you have; what do you think about it?

When these papers come in, they are asked to freewrite the following: Tell me the story of writing this paper. We then share these stories if they choose to do so. At the end of the semester they are asked to reflect on these papers and write a story of their experience in LS1010.

What were the students stories? For the first narrative, students are asked to write the following: Tell me the story of how you came to enroll in LS1010. This phrasing gives openness and support to their own construction of their experience. The stories written are varied but also have a lot of commonality. Twelve of this

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spring's students had not continued their education after high school or dropped out of college due to personal, financial or family problems. In addition, many had not experienced school as a rewarding experience. Indeed, many had found it humiliating or intimidating and had not felt successful as students. Thus, they lacked motivation to manage or overcome their life problems in order to remain in school. Such a struggle was not worth the effort at that time. Most came back to school because they wished to enhance their careers or they had career disappointments or they had not found a rewarding occupational life. Others came after family transitions such as divorce, parenthood, or illness which motivated them to reexamine their own lives. All indicated a great anxiety about returning to school, especially given their virtually unanimous unsatisfactory previous experiences. (Of course, returning to school indicates much courage and strength and a willingness to take considerable risks on their part.) Thus, I feel an enormous sense of mission to these students to facilitate their finding a meaningful and rewarding experience which will also allow them to be successful in returning to school. These stories awaken in me an intense dedication to do the best job I can for these students.

This course is constantly undergoing scrutiny as well as restructuring from such student input. At the beginning, due to the initial information indicating anxiety, insecurity and fear as well as pressing needs to achieve, I try to provide a high degree of structure with a clearly detailed syllabus, a detailed assignment sheet for first papers and a great deal of personalism. I also try to encourage peer interaction processes within the classroom. The more we know one another, and the more we share with one another our experiences, especially in the class, the more anxiety and fear is reduced. I plan next year to structure more small group discussion early on by forming small groups to support each other in the very

beginning of the semester. We are also considering a peer advisory team consisting of students who have recently completed the course becoming peer supporters for newly enrolled students.

The second question used was: Tell me the story of writing this paper. This question was given to the students in class for a freewrite each time they turned in a short response paper on their reading of educational philosophy--about every seven to ten days.

These freewrites contained a wealth of information. The reading of the assignments was usually discussed first. The material was difficult indeed, as it included essays by such philosophers as John Dewey, Alfred North Whitehead, Paulo Freire and others. Most students described a great deal of stress in realizing the material had to be read more than once with note-taking an active part of reading.

The writing process also was time-consuming. (Time is a critical element for all adult students and I need to consider a time-management workshop early in the semester.) Freewriting was a new idea for many, but one which seemed to serve them well. Some made outlines for their papers; others did not. But most described free-writing as a helpful part of their process. They often revised several times, especially those who visited the Writing Center. Finding a way to get all students to visit the Center early on is also on my agenda. Talking with others was a valuable part of the process as well, whether those others were members of families or Writing Center tutors. So more encouragement of collaborative groups would be helpful.

The writing itself was, of course, most often described as difficult: difficult to start, difficult to know how to integrate the personal and analytical, difficult to give oneself permission to write about one's own thinking and opinions. Previous schooling had obviously cast strong negative sanctions against writing what one thought or felt. I find this to be true every semester. Adults are generally amazed

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that writing can include one's own feelings, thoughts and reflections. The fact that these are valued ideas is quite surprising and liberating for them. Thus, I find that writing is quite strong if and when students connect to the material in some personal way. If there is detachment, the writing too is detached and mechanical. Therefore, I am working on more ways to connect the students' life experiences to the material itself. This connection improves them as writers and thinkers.

Obviously, I am finding out quite a lot to enrich or alter the course. Students need more understanding of the time requirements of the college experience with parallel support workshops on time management. They need more understanding of the time required to read difficult material and the time it takes to write and revise. They most of all need to share their experience with others, both in and out of the classroom. At first they need a high degree of structure as well as personal support. The structure can ease up as the semester progresses, but the support needs continuation throughout from the instructor, peers and others.

The second half of the semester students wrote an inquiry paper, our name for a research paper in a subject students themselves want to know about, an inquiry to answer their own questions or problems. Meanwhile, class work continued with reading and discussion about higher education in America today: goals, organization, pedagogies, cognitive development and ways of knowing. The purpose of these foci was to have the student locate himself or herself as a student in a liberal arts institution and to think about pedagogies and ways of knowing most comfortable or appropriate for themselves and their goals.

At the end of the semester students were asked to write a self assessment, based on the question: Tell the story of your progress in LS1010. These papers continued many of the themes of the short papers asked during the first half of the semester. Students expressed having a difficult, demanding journey with the

amount and type of reading and writing required. On the other hand, they also expressed extreme satisfaction on completing the journey (80-90% are successful completers) and most felt they had grown from their experiences and were ready for any academic challenges. Time and outside demands in their lives continued to be the major obstacles throughout the semester. These problems I have no direct answer for other than reducing the work-load and remaining flexible for turning in papers. The students respond well to flexibility; indeed, it is often the only way they can successfully complete the course. Most often, those who do not complete are those who were unsure about returning to school and/or who had family or job impediments to arise during the semester.

Overall, I found two outstanding themes in their stories of their journeys which give me guidance in future planning. One is the vitality of the component of connection: connection of the material read and written about to their own experiences, to their own lives. Indeed, this component appeared to be of overwhelming significance to several students. Connecting the philosophers' views of education (from Socrates to Freire) to their own educational experiences, be they positive or negative or indeed absent, gave a meaning to their reading and writing and thereby gave life to the class experience. As one student stated, "My experience is how I know...The stories of my own life are integral to any education I would attempt to attain...". Another stated, "I found echoes of what I had thought myself...and I found affirmation to go beyond the myths of southern society."

The second theme is that of self worth. The course, with its rigors, helped them to discover their own strengths and abilities, which many did not dream they had. "I learned that I can do it," said one. Another said it helped her self esteem to complete the course. A third compared it to a four-mile run to the top of a

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mountain she had completed on a vacation to Arizona. She had wanted to quit with every step but she finished and now she knows she can. This is how she felt about completing the course.

Therefore, what I have learned as a teacher from these stories is that I must support them in every possible way without diluting the challenge of the requirements: I must be flexible, be there for tutoring, demonstrate personalism and caring for the students, yet keep the demands in place to complete the reading, writing and research tasks. I also must endeavor to keep the material connected to their experience and lives, require that they connect it in their assignments and that their research papers revolve around their own questions and concerns. Above all, I must continue to ask for their stories as students in the class and to be open to what these stories reveal.

Attending to these stories develops a "habit of mind" to be alert to students' learning. In particular, they give us clues as to what works best for them and what kinds of assistance they need. Without the stories, it frequently was a hit-or-miss process; one might try out several approaches and then simply give up on those students not helped by her strategies. The stories assist us in "seeing" students as whole persons and devising strategies individually. Some students need more "tilling" than others or "different amounts of sunshine and water." The stories make us attune to students as human beings, as people like ourselves with similar needs, desires and aspirations but different problems in reaching them.

Some of the quotes from student assessments:

- "This has not been just another college course, but rather a life experience."
- "Through the assignments requiring me to read, write, and interpret, I have acquired a voice of my own."

- "I was absolutely terrified and intimidated. I did not trust my own perception. My vision widened, and I could glimpse unimagined possibilities for my future. I was connecting this learning to my experiences in life and society."
- "We weren't being studied and observed by the professor; we were communicating information, then conversing and receiving feedback."

These comments make the process worth everything! Connecting to students through their stories gives a richness and meaning to my work I never experienced as a traditional teacher. That old self has disappeared, never to return. Knowing students by listening to them, hearing their struggles and triumphs feeds my spirit. Indeed, I grow as they grow. We are all validated and affirmed together. Teaching is interactive. How could we ever have thought otherwise?

I have emphasized that the project has enabled me to see students more completely and to relate to them more totally as humans in a common struggle for growth...in LS1010. But how has it affected my work with other classes and as a faculty member with my colleagues?

The project has certainly had profound effects on my other teaching assignments. One class, in particular, that I taught this spring was Women in Sociology. It was a class taught at the request of the students so a high level of motivation was already being generated. Even so, I found myself much more able to enter into a mode of listening to the students than I would have before the project on narrative. Indeed, I was comfortable with hearing where they, the students, were and what they needed from the course. I could hear, and facilitate their reaching their goals as young women sociology majors seeking a voice in the discipline. They wanted to research early women sociologists themselves; they wanted to connect their own goals and aspirations to other women in other years.

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I heard, I responded to them, not to what I might have thought they needed or to what I might have needed for myself. It was a rich and wonderful course experience, the best one I can remember having taught in my discipline. In particular, it was a course based on trust--trust in their questions, their goals and their ability to find their way. In a sense, I let them go on their own quests, bringing back to the class the fruits of their journeys. It was an enriching, fulfilling experience for us all--teacher and students.

As for my role as a faculty member and particularly as chair of the Faculty Development Committee, I have had goals and conflicts. My goal is for every faculty member to have the experience I have had. That, of course, is unattainable. I have, however, endeavored to sponsor workshops that would give faculty a glimpse of a teaching method based on student-faculty collaboration, narrative, and self assessment. Some respond; some do not. However, what I can do more of is to adapt the pedagogy of my classroom to my work with colleagues. That means listening to them wherever they are. They may not be where I want them to be. Why should I not adopt the same collaborative methods to my work with them? Why should I not listen to their stories? What could I learn from them? What could they learn from me? How can we grow together? This is my next quest, my next journey.

EMPOWERING FACULTY TO MANAGE OFF-CAMPUS DEGREE PROGRAMS; REDEFINING FACULTY WORKLOADS AND SERVICE

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Most attempts at redefining or re-conceptualizing faculty work assignments focus on the three standard categories that have characterized workloads for decades: teaching, research, and service. But given the incredible growth of off-campus degree programs, the extensive use of part-time faculty throughout US institutions, and the call by some accreditation associations for full-time faculty control of such programs, the need to redefine faculty workload to encompass this responsibility must be addressed. For institutions which operate adult centers, service industry on-site, offer programs at US military bases, and/or have international programs, the need to empower its full-time faculty to manage its degree programs wherever they are delivered is an awesome, complex, and controversial responsibility. Should it be undertaken, it will redefine faculty workload by forcing institutions to grapple with the concept of "service" as it is assessed in workload, promotion, and tenure decisions.

Faculty workload has been under renewed scrutiny for the past five years following criticism that faculty taught too few courses and were more concerned with research than teaching. Both concerns had to be addressed during a time when budgets were shrinking. The Fund for the Improvement of Post-Secondary Education has funded a project by the American Association of Higher Education to study the problem. That study is in its second year. To date, however, little attention has been devoted, either in AAHE's Forum to study the issue or in the national debate, to the place and importance of part-time faculty or to full-time faculty supervision of the programs in which they teach.

There is need to put this problem into perspective. The societal makeup of the nation's college-going population is changing dramatically according to The College Board.(The Office of Adult Services, The College Board, 1991). Figures prepared by TCB point to a population in the year 2000 that will have close to 60%

over 30 years of age. "Demand for professional continuing education and certification programs among college-educated workers will persist..." (The College Board). Since there are currently over 14 million people taking college level study, it is obvious that the future need for on-going adult programming will continue. Only 20% of the college population is 18 to 22 years of age. It is the adult market that is and will continue to be the driving force for higher education in the future. The greater percentage of these adults take course work in the evening, on weekends, and/or at distant locations, including places of work.

According to projections made by the US Department of Education, there is slightly in excess of 400,000 full-time faculty teaching in US institutions nation-wide. But there are in excess of 650,000 part-time faculty teaching.(The Conditions of Education, 1985, US Department of Education). Add to this number of PTF the numbers of graduate students teaching as Assistants, a number at the University of California at Berkeley that, when on strike, shut down over 60% of the undergraduate classes, and the role of the non-regular faculty responsible for teaching becomes staggering.

Of what importance is this fact? Generally speaking, recognizing many instances where the reverse is true, most PTF have little or no contact with FTF and, consequently, little or no direction regarding the programs in which they teach. While some studies (See bibliography Attached) have demonstrated that the teaching effectiveness of PTF is generally comparable to FTF, those same studies demonstrate that these faculty know little about the institution for which they teach, have little understanding about how their course fits with others required in the program, have not been oriented by the FTF who designed the degree or program in the goals or objectives of the program or course, have little comprehension of the institutions or departments attitude regarding grades, absences, or varying teaching methodologies, and spend less time with students because they have no office space. This means, in effect, that vast numbers of students, mostly those attending evenings, weekends, and at distant sites where FTF do not regularly teach, are being taught by faculty who have little or no supervision by the designers of the curriculum though they may have some guidance from administrators. Is this bad?

Standards established by the Western Association of Schools and Colleges in 1988 state that off-campus programs "...are integral parts of the institution and maintain the same academic standards as regular campus programs." (WASC Handbook of Accreditation, 1988).This same document requires that full-time

faculty "...be involved, including providing physical presence and participation in instruction, in a manner determined by the institution...".These standards have been accepted by over 140 institutions in this accreditation region, and, while not all Associations have adopted like standards, those in the New England and Southern region reflect a similar attitude. The WASC Commission is more prescriptive and expects that the institution take full responsibility for the off-campus program and that it reflect academic quality comparable to that on campus. The same standard applies, obviously, to all on-campus courses taught by non-regular full-time faculty. The Commission also notes that all necessary information resources required for the programs are the responsibility of the institution and that the FTF, through the supervision required, oversee this need. Most instruction taught by PTF would fall under the above restrictions imposed by the Commission.

It would seem clear from the above that the majority of college students in the foreseeable future will be adults. It also seems clear that they will be taking their instruction most of the time from part-time faculty at continuing education centers, distant sites from a campus, at places of work, and via distant learning technologies. It also seems clear that accreditation associations are developing standards that require institutions to monitor the quality of off-campus programs to ensure that they are comparable to those delivered on campus. If this monitoring of academic quality becomes focused more on the need for faculty involvement in such programs as opposed to administrative control, the need to incorporate this responsibility into faculty roles and responsibilities becomes obvious.

Important issues regarding academic quality are involved: the full-time faculty who design the curriculum establish the goals and objectives of the program; they also determine program and course requirements, texts, bibliographic and information resources, project assignments, grading procedures, and, in some instances, teaching techniques. While administrators can distribute information to PTF about these matters, the nature and context of the discussions that brought them into existence can only be conveyed by the faculty. It is also questionable whether or not administrative personnel should be conveying academic matters to PTF when enrollment needs and budget requirements could be influencing or convey the appearance of influencing how that information is presented. The Western Association has clearly determined that full-time faculty should be the ones responsible for these academic quality matters. As the importance of the significant role being played by PTF becomes more and more obvious (They already

outnumber FTF across the nation), the probability for tighter quality controls will mount.

Should academic management of programs wherever delivered become the responsibility of full-time faculty, the way in which this gets included in workloads becomes important. In addition, the significance of this responsibility has to be included in the promotion and tenure process. On the face of it, such academic administrative responsibility could be incorporated into the "college service" category already existent in Promotion/Tenure considerations. However, the issue is complex enough that some may feel uncomfortable placing it there.

The University of La Verne, a mid-size comprehensive university in Southern California, delivers degree programs to adult sites in California, at military bases in California and Alaska, and at centers in Naples and Athens. In complying with the WASC guidelines, it has created a system of academic control that places responsibility for its academic programs in the hands of the full-time faculty. These responsibilities are incorporated either into the regular workload by replacing teaching assignments, by extending contracts to 12 months, or by a stipend payment determined by the size of the program.

In addition, a number of new faculty contracted positions have been created to oversee the more distant sites or those with enrollments not able to support regular faculty assignment. These new positions -- Faculty Liaison at centers, Senior lecturers, and Department Associates -- work with full-time faculty who act as Program Chairs and Subject Specialists. Program Chairs manage specific degree programs working with full-time faculty who monitor the degrees and with the PTF who teach in the program. Subject Specialists are responsible for overseeing the subject courses (e.g. accounting) that are included in the programs. They, too, work with PTF on academic matters related to texts, course objectives, exams, grading, etc..

Responsibilities include travel to the sites to meet with PTF, to work with site Directors, to do "collegial Reviews," and to talk to students. All of the above activity is monitored by the Quality Assurance Office operating out of the VPAA office. A Quality Management Manual provides guidance for the system and a complete log of all interaction between central campus and the University's centers is recorded. The effect of this process has been to address the accreditation concerns mentioned above as it creates faculty teams that, in effect, control the

academic programs and empower faculty to continually review the quality of the programs.

While this is one model that attempts to address the concerns of the accreditation associations for quality control of off-campus programs and courses taught by PTF, it is not the only way to meet these concerns. Yet it is obvious that management of the enormous population teaching on a part time basis throughout the country will require that full-time faculty workloads be altered or that more full-time faculty are hired to absorb the responsibility. In either case, some attention has to be given to this set of responsibilities in the dialogue that is current about faculty workloads. At present, it does not seem to be a major part of the discussion.

Creating an Appropriate Academic Advising Environment for Minority Male Adults with Entry Fear: The Path to Retention

by
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Abstract

Because minority male adults experience a significant level of entry fears, academic advising is critical to their retention. Through illuminative evaluation, it was discovered that, upon entry to the university, all respondents experienced fear of failure. Yet, a significant number did not relate fears to advisors. The advising needs as perceived by this population are: **recognition** of and **sensitivity** to the entry fears, and the initiation of fear discussion by advisors.

Introduction

The support of the adult learner on an academic level is a core issue in the higher education reform movement (Schlossberg, Lynch, & Chickering, 1989). As a population, adult learners exhibit a higher level of fear, and a higher group percentage of fear, than their traditional counterparts (McClary, 1990; Sink & D'Abrosca, 1985; Usura, 1984). The minority male adult population is increasing on college campuses (Didelot, 1991). This trend is expected to continue into the 21st century. There are recognized qualitative differences between the experiences of the minority student and white student in higher education (Allen, 1987). This population, then, has a significant occurrence of education related fears that need to be addressed by academic advisors.

Before addressing these fears, however, it is imperative that advisors recognize that minorities use every type of counseling service sparingly, and are most reluctant to participate in any type of counseling (June, 1986). With regard to minority men, it must be realized that minority men are not high disclosures (Jourard, 1971); They will not initiate a discussion of their fears. Yet, if the academic advisor initiates the discussion, minority men will talk about their anxieties with their advisors. This, then, will require a shift for advisors from a reactive stance to a proactive, intrusive approach. This approach would be even more effective when combined with an outreach program. Therefore, the minority male adult's perception of the help received from the academic advisor in lessening or controlling education related fear is significant to the student's academic satisfaction. Since

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satisfaction with academic advising is critical to retention, advisor sensitivity to socioeconomic and cultural influences becomes a salient issue for this population.

Method

The method of research used was illuminative evaluation. This qualitative methodology lent itself to observation and in-depth exploration of the respondent's perceived realities. The purposive sampling of five minority male adults with education related fears was conducted through the use of instruments developed by the researcher: (a) an open-ended interview guide, and (b) an augmenting questionnaire. The respondents are students at Purdue University Calumet. A commuter college in Hammond, Indiana, the university is 79.7% White, 9.4% Black, 9.1% Hispanic, 1.0% Asian, 0.5% American Indian, and 0.1% alien non-resident (Didelot, 1990).

The Respondents

With very strong, powerful voices, these men vividly articulated their experiences that motivated them to turn toward the university. The first respondent is Sid. Sid is a 30-year-old, married, Hispanic male who has two children, yet he does not identify himself as head of household. His income from a full time job is between $15,000 and $19,999. The part-time management major does not plan on continuing his education after the BS degree. Sid was motivated to enter school in order "to have control in my life." Sid did not go to college immediately because of several reasons.

> I look back a lot on why I didn't go to college right after high school. I hung with the other crowd. I was the only one who graduated. No one ever said to me, "Look, you got to go to college." My dad saw the mills as great: Get a job. Good money. More money than he could ever imagine. His thinking was still the same for me. I went along with them, as everyone did, but who would expect what happened in 1982? I got laid off. They had the attitude: "I'm a steelworker, no change, I'll wait." But there comes a point when you don't want things hanging over your head. I didn't want people to control me. I want to control myself. My dad said I'll be called back, but I won't go. He sees $30,000 a year; I see a trap. The turning point? I wanted to be in control. Now I feel in control because I see myself as growing.

The second respondent, John, is a 25-year-old married Black male with one child. Although he works full time, attends school full time, and is head of the household, his income is below poverty level. His major is clinical psychology, and his future plans include earning a Psy.D. John enrolled at the university

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> to achieve my goal of providing a comfortable lifestyle for my family. Initially, my family put pressure on me for school. My brother and I were talking and my parents overheard. He told me if you took the same ages, I knew a bunch more that him. He told me I had to decide to be dedicated. I like to learn on my own. He helped me a lot. He said, "Don't worry. You should be able to look into a mirror and know you did your best. From there, you should be able to sleep at night.

Respondent number three, Joseph, is a 45-year-old single Black male. He has one child. The financial management major has a solo unit household, and earns between $20,000 and $24,999 a year working part-time while in school full time. At 18, Joseph went to work at the steel mills. "I was all muscle, so they didn't care about the brain." He then got a job with an oil company-

> and those good jobs can destroy all plans. So a good job will inhibit finishing school and living out your dreams. A job to me is never good because you are in economic slavery. In a business of your own, you have **potential**. I still have those aspirations. When I left, I was still making $40,000 a year. Society still says you need training, that piece of paper.

In his late 20's, Joseph was blinded as the result of an accident. He was motivated to enroll at the university to earn his MBA. This all came to be because Joseph wanted to start his own business. He reflected,

> After a year of trying and running into those stumbling blocks because you don't have a degree, it proved to me that this is the degree you need to get into your own business and start off on the right level. Because of bumping heads against the wall--society--because you ain't got it....

Juan, the fourth respondent, is a 27-year-old single male Hispanic. His income is less than $5,000 a year. Juan lives in a solo unit. He works part-time and attends school full time, pursuing a BA degree in financial management. Because Juan is visually impaired, he has financial help from vocational rehabilitation. He enrolled in college "to advance in higher education, to finish with my degree, to get a better than average career, and to meet smart girls."

The last respondent was Raymond, a 28-year-old single Hispanic male. His income is less than $5,000 a year. Living with his family, the social work major is employed part-time and is in school part-time. His future plans include entry into a masters' program. It is significant to know that three and one half years ago, Raymond was permanently blinded in an accident. At that time, he was looking for a job. His family then realized it was now imperative that Raymond attend college. Raymond's brother had graduated from college, so between his brother and parents, Raymond did enter the university.

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In Raymond's eyes, this was quite a feat "considering the area we lived in." Why did Raymond enroll in the university? "If I'm going to get anywhere in life, I need the education now more than ever. If you want to compete with younger people, you need the paper work."

Academic Experiences

It was discovered that a significant number of minority male adults were placed into the industrial education track in high school. After high school, all the respondents went directly into the workforce. During this time, the respondents experienced a realization and evaluation period that placed their role shifts, from students to workers, into perspective. This reflection phase motivated each to enter the university.

> In high school, I tried to do the minimum work possible. I had no one to tell me to take college courses. I had no one to look up to. Everyone I knew went to the mills. In 10th-12th grade, I only went to school half a day. I bagged groceries at A&P. I was, in my father's eyes, achieving the ultimate goal: make the money, get the diploma, and in two years go to the steel mills. When my child goes to school, it doesn't end when she gets home. She has other responsibilities. Not like me. My parents didn't even understand English. My age group, they didn't take school seriously because of the values people had. (Sid)
>
> High school was fun and easy. School was pretty much always easy for me. It was fun to me. It made me proud to do well. (John)
>
> In 9th grade, we were the first Blacks [in the school]. There were little knocks at your character. I had a sister, brother, and cousin who were ahead of me, so I had some guidance. When I went to the guidance counselor, he just looked at my grades and said, "You need the technical and industrial track." My family told me to take the business track, so I did. You see, we had aspirations--I had always liked business. Yet, I had an inferiority complex. I just wanted to be one of the group--not an egghead or smart, not pointed out. (Joseph)
>
> High school was a joke. Elementary school was a joke at a younger age. It was me. I was the class clown because when I did put my mind to it on test days, I would get A's and B's. In the environment I grew up in, my brother was very intelligent. He would work on his grades. I saw how people treated him. Mr. Know It All. I didn't want it. I just wanted to be part of the group. If I had it to do again, I'd do it differently. If I only knew then what I know now. (Juan)
>
> In high school, I was just taking up time and space. I put in my time. Poor study habits. I did my homework. I did it in front of the t.v. (Raymond)

The awareness of self emerged in both a race-conscious social context

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and family attitudes: Because both influence perceptions, this knowing is socially constituted. The institution of school, a primary vehicle of socialization, was also the primary facilitation for the realization that society assigns values to color, and to culture. For these men, this was a period of differentiation: their very personal perceptions of self and perceptions of others who were racially and culturally different. Labelling by social institutions clearly focus racial and cultural distinctions. Indeed, the cultural environment does distinctly influence individual lives. The influence is grounded in the summation of what has been learned from experiences within the context of that environment.

Entry Fears

Upon entry to the university, all the respondents reported a fear of failure. This fear was articulated from several perspectives.

> SAT's with 500. That really scared me. I didn't even take the SAT in high school. So when I found out I had to take one to get in here, they said, "only 500." (Sid)

> I know that I'm a capable person. I have to push myself to know that I live up to that. I figure I might fail, but I won't fail twice. I will always pick it up. (John)

> There's always fear of failure because you think, for instance, you might be able to handle algebra. But I just put algebra off for a whole year. Fear of jumping back into it and failing. Fear of not keeping your grades up. (Joseph)

> What they're asking: Can I do it? Can I give them anything of what they're expecting? If you come from a family that both parents graduated [from college] you have a better chance [of success]; if only one parent, less of a chance; neither parent, worse. First generation is close to nil. I'm first generation. (Juan)

> Getting started. Would I be able to handle it? In high school, I was in vocational education. After graduation from high school, I ran my Dad's grocery store. When I came here, I had to go through general studies [developmental]. It produced a lot of anxiety. I didn't get a tutor; I asked no questions--two mistakes. I started to pull my hair out. People didn't talk to anybody unless you knew them already. So you go to class. I hated it. And the atmosphere alone. I hated it. I dropped my math course--I **abandoned** it. (Raymond)

Previously, psychologists thought emotions were just "reactive, intermittent, and descriptive states; "now they are seen as "active, ongoing, and adaptive behavior" (Emde, 1985, p. 415). This, then, would lead to an

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understanding of the time-frame classification: entry fears. Fear of failure is socio-cultural emotion. This, then explains the reactions experienced by the minority male adults in the study. These cultural variations do exist among emotional systems: (a) the standard of evaluation may be inverted; (b) that which one culture may suppress is encouraged by another, and (c) a form may be strong in one culture and weak in another (Harre, 1986).

Cultural variations also are evident in behavior. According to Armon-Jones (1986), there is an interdependence between social framework and the development of human behavior. This theory was brought to the forefront by Mead in 1934. From this, a model of generalized experience evolved. The constructivists then developed a theory of socio-culturally constituted emotions: (a) emotions are determined by the systems of cultural beliefs and values; and (b) emotions are learned as part of an introduction to beliefs and values of a culture.

This socio-cultural perspective is evident when the effect of fear upon achievement is examined relative to minority male adults. The threat to an adult's intellectual abilities is at its peak during entry because, according to Rachman (1990), "if a person's mastery skills are not used for a long period, there is an increased risk" (p. 113). A person's perception of his or her ability to control a potential or actual situation is a significant determinant of fear (Rachman, 1990). Thus, when ability is questioned, fear is at its height. All of this is then compounded with responsibilities outside academia that further pressure concentration and focus. This leads to the question of achievement. Spence (1985) then warns that discussion of achievement is culture and gender specific. Men define achievement by autonomy and control of their own lives. For minority students, achievers are those who are more comfortable on campus than non-achievers. Add to this the finding that institutional quality is positively related to minority student performances (Smith & Allen, 1984), the need to enhance the quality of academic student support is well established.

Because of this anxiety issue, academic advising is critical to the retention of the minority male adult. The academic advisor's sensitivity to socio-economic and socio-cultural influences, then, is a salient issue. In this study, a significant number of respondents did not discuss their fears with their academic advisor.

> I don't listen to him. That's the one who signs your card? We have never had a conversation one-on-one. By the time I

> registered, I knew what I wanted. I looked to my strengths. I advise myself. [Did he understand your logic?] We don't communicate at all. [Do you think if your academic advisor would have raised the question...I won't mention names....] That's their problem--they have to get theirs. [Said, "Hey, do you have any fears?" Would you have talked to him?] I probably would have, if he initiated something like that. I didn't go to him because of 9th grade advising. It gives me apprehension talking to advisors because they have always steered me wrong. In life, they're like lawyers. (Joseph)
> He has so many students. He really didn't have time. [If he would have asked?] Probably. But if I got the machismo attitude, I would have to say nothing bothers me, and I got everything under control. This is a new generation. (Juan)
>
> The academic advisor never asked me if I had any fears. They never sat me down. Never said what to do for stress or anxiety. I was scared to say anything to them. I didn't want to come across as stupid: 'They'll think I can't handle it.' If they had asked, I think I would have talked about it. Just so they wouldn't think I was stupid. (Raymond)

These respondents found their advisors to be neither accessible, nor good listeners. Yet, communication is integral to the advising process. In intercultural advising, the significance of communication increase exponentially. When communication is non-existent, satisfaction is non-existent. Communication is the vehicle of concern.

However, these student articulated that their advisors were not genuinely concerned about them, or their satisfaction with the university. Because of these perceptions, the respondents sincerely believed they did not matter to the university. Mattering, according to Schlossberg et al. (1989), is "the beliefs people have, whether right or wrong, that they are the object of someone else's attention, and that others care about them and appreciate them" (p. 21).

This mattering was judged by the amount of time the advisor spent with respondent. There was a direct correlation as perceived by the respondents. It was frustrating for them to be prohibited from creating a necessary one-on-one relationship. Mattering keeps students involved with learning. This was also found to be true by the Atlanta Partnership of Business and Higher Education, Inc. The success of the program is attributed to personal

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attention and amount of time given to each client (Crim 44). Minority male adults will persist, however, if they feel in control. Fear will always lessen as control is increased (Rachman, 1990). This is what distinguishes some minority male adult students from others who are also in a transition phase. Men who perceive that they have control of their lives, and of their fears, are happier. This group also achieves more. Sound academic advising can give minority students control. Sensitivity provides the foundation for soundness.

Yet, those who did not discuss fears with advisors perceived an overwhelming attitude of insensitivity on the part of their advisors. This insensitivity that was exhibited by the advisor, was looked upon by the respondents as inappropriate behavior for the advisors' roles. It made the men "extremely uncomfortable," and only added to their anxieties.

However, of those who did discuss their fears with advisors, all received the help necessary to control their fears.

> Responsive. He will do what he can do to help me. He's been very supportive. [Would you feel free to talk to him about your fears?] Yes. He seems like he cares. My academic advisor has left me nothing to be desired. If they were all like him, there would be no changes needed. (John)

> We talked. I'm better off. I was in [enrolled] Algebra 113, but I knew I couldn't do it. I talked to [my advisor], and I decided to take MA 021 [developmental algebra]. I knew that I couldn't do it. I didn't believe them [assessment/placement results]. (Sid)

It was found that if the advisor would have initiated the discussion of fear, all of the respondents would have entered into a meaningful dialogue with the advisor, and would have been comforted by such a discussion. It is interesting that some, unlike others, knew what area of their academic life was appropriate to discuss with their advisors yet, the men had a preconceived idea from high school of what behavior the advisor would exhibit toward them as adult minority males. Because past experience, then, inhibited the respondents from initiating a discussion of their feelings with an advisor, it is the advisor's responsibility to initially define roles and to know of the prior academic experiences of the student. A proactive, intrusive stance would have been a welcomed approach for these respondents. Because of the

culture diversity on campuses, the fact remains that advisors must shift their accustomed approaches to meet the needs of this population. This shift must also include a delivery system that is based within an outreach program.

Suggestions

As perceived by this population, there are many advising needs that should be met in order to satisfy, retain, and support minority male adults. Also, the respondents identified several approaches that minority male adults themselves can use when communicating with advisors.

1. "My new advisor **will ask you** if everything is going all right. If she has time, she will listen to you." (Raymond)
2. "When I was with other advisors, they never **referred** me to anyone. If I had gone to [advisor] at first, I wouldn't have the problems, the anxieties I had." (Raymond)
3. "Advisors have to be willing to **tell the student**: 'If you have a problem, you can talk to me.'" (Raymond)
4. The advisor has to take it upon himself to **let the people know what's offered** out there." (Raymond)
5. "What you should do is have a **separate academic advisor** for the adult learner. Not put you in a group with the kids. With a psychologist that's trained in adult development and fears who could answer questions." (Juan)
6. "Someone who knows how to **bring the subject [fears] up** and answer some questions." (Juan)
7. "**Not to treat them like a number**: Just sit down, take these courses, and see you next semester." (Juan)
8. "We are adults and should be **treated like adults**." (Juan)
9. "More females are coming back to school. They could use **extra help**. Sat out 10 years--after families or change. They could use some extra help. Someone to **listen** to them." (Juan)
10. "More **strategies for success** in college. The advisors need that. The student should come in and sit down and get it from the advisor sometime during the semester." (Joseph)
11. "Save your **harder classes for after you've adapted** to college--after your acclimated." (Joseph)
12. "Work with your students. Advisors should meet with students during **counseling periods** [not registration]. Now, there's not enough time to actually get advice." (Joseph)
13. "Have **counselors you can go to**. Everyone needs guidance and counseling." (Joseph)
14. "Help the adults face their fears. Present to them they do have fears. Sometimes adults won't admit to fears. Sometimes they won't show. **Realize their fears**, a plan to overcome. They need just as much counseling as the younger one's." (Joseph)
15. "A lot of it is **the way you [student] are toward them [advisors]** also. Its hard for someone to be nasty to you if you are being nice." (John)
16. "If you talk to them, if you **tell them** what your problem is, they're

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interested. They're interested because you're interested." (Sid)
17. "As time goes on, you'll get to know your advisor more and more. You'll see them as individuals. The in between is learning about you." (Sid)

This research, then, uncovered advising needs as perceived by this population: the recognition of and a sensitivity toward entry fears, and the initiation of fear discussion by the advisors. Since perceptions do construct realities, these needs must be addressed if academic support is to be successful.

Recommendations

The following recommendations have been gleaned from the respondents' perceptions of the realities of their academic advising sessions. Advisors can

1. recognize the minority male adult's fear as a natural reaction to college entrance;
2. recognize fear of failure as a natural phenomenon of transition;
3. create an emotionally safe environment that promotes individuality and a respect for cultural diversity for the advisee;
4. realize that with the new environment, the university, comes a new set of fears;
5. initiate a discussion of fears minority male adults experience during entry to college;
6. be sensitive to the physiological reactions that fear can produce;
7. have respect for each advisee's individuality and cultural background;
8. make certain advisors are aware of any continuing fears advisees have;
9. communicate a sense of mattering to advisees;
10. recognize transition periods and emotional periods as temporary situations in the advisees' lives that my cause a shift in self-concept;
11. be sensitive to the developmental transitions that occur during the dynamics of adulthood;
12. take into consideration the attitudes of families, friends, and cultural community;
13. be cognizant of the influence families, friends, and cultural community have upon the adult;
14. use referrals to ancillary student support services;
15. be sensitive to socioeconomic and cultural differences that affect academic success;
16. take a proactive stance: anticipate problematic areas for the student;
17. take an intrusive stance: ask about fears, anxieties, and apprehensions; and
18. develop an outreach program for minority male adults.

Fear is a topic of discussion most students, especially minority male adults, will not approach with an academic advisor without prompting. Behavior based in fear limits an individual's future. Freedom of thought

ceases. Yet, with prompting, the population will discuss their anxieties with advisors. This communication will initiate a relationship based in mattering. Control will be the resultant for the student. This control will lead to retention, achievement, and satisfaction. The personal recognition of the minority male adult also will bring a plethora of benefits to the university, including a positive, strong community image and revenue. Academically, this population will benefit from the involvement. Involvement generates motivation and interest, which will in turn generate academic success. Additionally, improvements that are made for this population are improvements that will enhance the entire academic community. Since perceptions do construct realities, these needs must be addressed by advisors and administrators on any campus that is moving toward positive change in serving all minority adults.

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LEARNING TO LIVE TOGETHER: HOW ADULT DEGREE AND TRADITIONAL UNDERGRADUATE PROGRAMS EXERT MUTUAL INFLUENCE

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Study Planning and Design

In response to a multitude of factors including a declining traditional college age population and a series of recessions in the 1960's, many institutions of higher education in the United States began to develop undergraduate degree programs specifically designed for adult students. This trend accelerated during the 1970's and 1980's as economic conditions worsened and continued declines in the traditional student age pool took their toll. Designed to attract students over the traditional college student ages of 18-22, these adult degree programs reflected a variety of scheduling formats and curricular innovations. The diversity reflected by these programs is extensive, ranging from simple scheduling modifications of traditional courses to complete individualized instructional programs utilizing credit for prior college level learning and learning contracts. Likewise, the titles assigned these programs represent a broad spectrum of programs including evening college, weekend college, adult degree programs, university without walls, extended campus programs and many others. While some of these programs reflect an advancement of the individual institution's overall instructional mission, at other times they appear as an add on or parallel program to the central focus of the college or university.

Once established on a college or university campus, adult oriented degree programs go through a maturing or evolutionary process. In some cases, the new programs gradually become more closely integrated into the mainstream of their host institution with degree requirements, residency requirements and other distinguishing factors becoming more similar to those of the traditional undergraduate program. Other programs, however, continue to grow and develope entirely new programs of study and/or instructional methodologies.

The effects of establishing an adult oriented degree program on a college or university campus are many and are not singularly directed. While host institutions will have an effect on their adult degree programs, likewise, adult degree programs will influence the host institution. The research reported here studied how the existence of an adult degree program has influenced elements of the traditional undergraduate program.

The Study

The findings reported here are part of a larger research project started in 1992. The project concentrates on institutions of higher education that established external or alternative degree programs and how these programs have matured and effected their host colleges and universities and how the host institution continues to effect the programs. Factors being researched include motivators for establishing these programs, faculty acceptance, significant milestones in the program's development, faculty motivation for becoming involved and relationship between the curriculum of the adult degree program and the traditional undergraduate program.

In early 1993, a pilot study was conducted to both refine the questions and obtain initial responses the study's hypothesis. Institutions agreeing to take part in the

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pilot study were given the opportunity to make recommendations for modifying, adding, or deleting questions. Institutions that participated in the pilot study were not included in the final study since the purpose and hypothesis of the study were discussed with them.

The larger study randomly selected 100 institutions of higher education that were identified as having alternative or external degree programs in the academic year 1992-93. The research instrument which was refined after completion of the pilot study was mailed to the administrative head of the programs being studied. A total of 65 questionnaires were returned, representing a 65% return rate. Of these, however, four respondents only answered selected questions. Two other questionnaires were returned without any responses noted and were not included in the study results.

The statistical data collected were analyzed using the computer software package ABSTAT while the open ended questions were manually transcribed.

The Results

The data collected in this phase of the project are still being analyzed. However, some initial raw findings can be reported.

1. When asked how they would classify their adult degree program, 9.8% indicated a weekend college, 29.5% indicated an evening college, 26.2% indicated an external degree program; 3.3% indicated an independent or individualized study program and 26.3% responded with a specific name of their program. Examples of the specific names included evening division, bachelor of general studies and bachelor of liberal arts.

2. The age span of these programs was greater than anticipated. While the newest program had just started in the academic year 1992-93, the oldest program was started in 1941. The mean age was 32 while the mode was 34. Only five institutions indicated their programs were 10 years old or less. This represents a slowing in the overall development of these types of programs in this population.

3. One of the hypothesis of the study was that the longer an adult degree program existed, the greater its acceptance on the campus. This proved true. Over 87% of the respondents indicated that as a whole, the college or university community accepted the adult degree program to a greater degree now than when it was first started. The remainder of the respondents indicated that as a whole, the adult degree was accepted to the same degree. Not a single institution said that the program was now accepted to a lessor degree than when it was first started.

4. The research also demonstrates that the number of students enrolled in these programs is increasing. Over 95% of the programs studied started out with 200 students or fewer in their first class or group. In fact, about half of the schools started with only 23 students or less. Removing the two largest institutions which started with 830 and 2,000 students, the average size of the first class was 55 with two modes of 15 and 20.

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5. The individuals completing the survey were also asked why their institutions started their adult degree programs. While it was thought that the generation of revenue would be the primary reason given, revenue ranked as the primary reason by only 10% of those responding. The highest ranked response was "to meet the learning needs of adult students" (74%) followed by "to fulfill the stated mission of the institution" (39%).

6. Faculty reactions to the introduction of the adult degree program on the campus were as expected. Only 17% of the institutions reported that their full time faculty were very accepting of the degree program. Another 45% indicated that they were somewhat accepting while 37% responded that their faculty were somewhat adverse or very adverse to the program.

7. In terms of the percentage of the full time faculty who became involved in the adult degree program, two points emerge. About 22% of the respondents indicated that 10% of their faculty taught in the program while 24% of the respondents said that between 25%-30% of the full time faculty taught in the program. These numbers reflect that large numbers of faculty were not initially willing to be instructors in these programs when the programs were first started.

8. For those full time faculty who did become involved in these programs, a variety of reasons were given. The reason faculty taught in the program that was ranked number one by 38% of the respondents was "to supplement their regular compensation." This was closely followed by "a chance to teach older students" (34%) with "to fill their teaching loads" a distant third (15%).

9. Since these programs were started, the reasons faculty become involved change. When asked why faculty now teach in the adult degree program, 62% indicated it was because they wanted the opportunity to teach older students. The percentage who wanted to supplement their incomes decreased to 25% and to fill their teaching loads slid to 13%.

10. The respondents also indicated that a higher percentage of faculty are now willing to become involved in the adult degree programs as instructors. The average percentage of faculty was 38% for the 93-94 academic year.

11. It was not without effort, however, that those responsible for managing these programs were able to win over increased numbers of full time faculty. When asked how this was achieved, a wide range of responses was given. Since most institutions utilized several of these activities, the percentages given here represent only the percentage of the identified activity. Slightly over 41% said they sent faculty to conferences or institutes that dealt with adult students; 45% said they held on-campus faculty orientations; 25% responded they held receptions for their faculty; 31% said they had invited faculty to serve on committees involving the adult degree program; and another 31% said they paid part or all of a faculty member's salary to work with or develop specific programs for the adult degree program.

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12. The questionnaire also asked questions regarding the type or characteristics of faculty members who become involved in the adult degree program. The responses were more mixed than expected yet somewhat predictable. Sixty-seven percent indicated that faculty who were already using a variety of teaching methodologies or styles in their traditional classes tended to become involved in the adult degree program. This was followed by 32% saying that it was those who were more likely to be involved in other types of programs and 32% saying it was those who were not tenured.

13. Prior research shows us that adult degree programs change in both structure and format as they mature. Seventy six percent of the participants in this study indicated that it was the full time faculty teaching in the program who were responsible to either a "great extent" or "to somewhat of an extent" for the modifications made in the programs' structure. This underscores the influence that faculty have over these programs.

When they were originally started, almost 60% of the colleges and universities indicated that their adult degree programs had different curricular requirements than did their traditional counterparts. Some of these differences were 1) a different "core" curriculum, 2) a different number of credit hours required for graduation, 3) they utilized different courses to meet the same requirements, and 4) they had a preset number of credit hours required for admission to the program. While these differences are not mutually exclusive, patterns of program design are beginning to emerge as the analysis of the data continues.

Since their founding, however, 97% of the respondents indicated that their programs have gone through curricular revisions. This is underscored by 17% reporting that their programs have gone through curricular revisions "to a great extent." For 70% majority of institutions responding to the study, these curricular revisions have brought their adult degree programs and their traditional programs closer together in curricular requirements.

Implications

Although the data collected during this phase of the project is still being analyzed, several implications are emerging. The first is that like other college and university programs, adult degree programs go through a process of change and adaption. This maturing process has resulted in many institutions' adult degree programs and traditional programs growing more similar in structure and degree requirements. This includes some characteristics normally associated with adult degree programs being incorporated into traditional undergraduate programs. This is further demonstrated by a greater acceptance of the adult degree programs by the institution's faculty and could result in a melding of the individual program's functions and characteristics. A disturbing realization is that the rate at which adult degree programs are being developed appears to be slowing, at least in the population studied. Clearly, more research is needed in this area to gain greater insight into this trend.

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Transforming Experience into Learning Outcomes

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Abstract

Recent research on situated cognition should remind educators of the pivotal role of experience in the acquisition of learning outcomes. For example, a recent review by Arthur Wilson (1993) describes how learning and knowing are integrally and inherently situated in the everyday world of human activity. Recalling John Dewey's (1938, p. 25) pronouncement that "all genuine education comes about through experience," three principles of a new learning theory can be elaborated: (a) learning and thinking in the everyday world are social activities; (b) the ability to think and learn are profoundly structured by the availability of situationally provided tools; and (c) human thinking is profoundly structured by interaction with the setting. This view of learning accepts that "...[individuals] no longer learn from experience, they learn in it, as they act in situations and are acted upon by situations (Wilson, 1993, p. 75)."

If the primary role of experience is recognized, then educators must look for ways to remove students from classrooms, to place them in situations that are more likely to result in a personal, social, contextual setting where knowing is the by-product of the experience. To this end, we must forge new partnerships between education and society, partnerships that might take the form of service-based learning, cultural immersion, and integration with the American work force. Changes called for by this re-discovery of experience present two types of pressures on higher education practices: (1) the delivery of instruction must be changed to accommodate the importance of experiential learning; and (2) the methods of assessing students' learning outcomes

must be broadened to encompass learning acquired through experience.

The presentation will begin by discussing recent research in contextualistic behaviorism and situated cognition. Changes in educational practice will be suggested that will enable educators to redefine the role of experience in learning and knowing. Methods of student assessment of learning outcomes will be considered, especially methods that can be adapted to permit the demonstration of competence derived from experience. For example, the portfolio technique, narrative, personal journal, work product and case discussion will be explored based on their application in traditional and non-traditional assessment practices. Participants will be invited to practice some of these assessment methods to simulate how experience can be transformed into learning outcomes.

Introduction

Higher education is about to rediscover the pivotal role of experience in the acquisition of learning outcomes, though the *re*discovery is hardly news to everyone. The lives of our adult students have been rich with experience all along. Their learning has been *situated*—to use the popular language of cognitive researchers—which is only to say that their learning outcomes are derived from interaction with everyday situations. Pragmatic applications and practical solutions are their rule, didactic instruction their exception. Therefore the adult educator is not surprised when our larger community finds that experience can indeed provide authentic learning outcomes. We have known this all along.

That the role of experience has been underestimated can be attributed to the prevailing social and behavioral research methodologies of the last several decades, the goal of which has often been to isolate inquiry to laboratory settings where the effects of treatments can be cleanly removed from their context. Whatever histories an individual brings to the laboratory, for

instance, the biases, beliefs or tendencies they have acquired through life experience, are interpreted as a source of 'noise' from which the pure 'signal' of cognitive process must be unencumbered. Thus, the context of the individual and the place of that person in a temporal-cultural setting has been viewed as error, something to be gotten rid of by tighter research designs that employ more experimental controls or data analytic methods that remove the effects of these unwanted variables.

It follows that our educational or instructional psychology is little more than a reflection of our cognitive psychology, a discipline built in a laboratory viewing the human species as a physical symbol-processing machine akin to a computer. Our theories of learning address the encoding and storage of information rather than its application. In agreement with Derry (1992), "Cognitive psychology is currently especially deficient in its capacity to guide the search for the true nature of complex problem solving as it is manifested in the world of work and everyday activity that occurs outside the classroom (p. 414)." It is no wonder that the primary concern of school seems to be the transfer of abstract, decontextualized information that is theoretically independent of situations (Brown, Collins & Duguid, 1989). Until recently, this was the scope of modern educational theory.

Several movements are afoot to change the way we think about cognition and learning, though a careful review of these is beyond the scope of this paper. Readers are referred to pioneering anthropological studies of everyday cognition (Lave, 1988; Rogoff & Lave, 1984), new conceptualizations of the social influence on development (Bronfenbrenner, 1979; Vygotsky, 1978), re-inventions of radical behaviorism (Hayes & Hayes, 1992), and recent works in the burgeoning discourse on radical constructivism (von Glasersfeld, 1984; 1990). As a starting place for discussing these new models of cognition, the next session will begin with a brief description

of contextualistic behaviorism, then conclude with a summary of situated cognition, an area that "promises to provide a much sounder footing for our education efforts by giving face and form to the long-standing adult education tradition of locating learning in experience (Wilson, 1993, p.79)."

The New Language of Experience: Contextualistic Behaviorism & Situated Cognition

Contextualistic Behaviorism

Educational practice, long the progeny of Behaviorism's learning theory, ignores an individual's larger context, as though the connection between stimulus and response takes place in a vacuum, a position which modern behaviorists are ready to amend. Contextualistic behaviorism defines the psychological level of analysis as the study of whole organisms interacting in and with a context. Put simply, "An act alone and cut off from a context is not considered a psychological act at all. Legs moving is not the same action as walking to the store (Hayes & Hayes, 1992, p. 232)."

When people are taught related conditional discriminations (e.g., A goes with B, B goes with C), the stimuli that enter into these discriminations often become connected to one another in ways not explicitly trained, as in the case of symmetry and transitivity in the figure below. This phenomena is called stimulus equivalence, and it appears unique to human organisms. Within human organisms, equivalence is present only if use of signs or speech also is present (See Hayes & Hayes, 1992).

Trained:	**A→B→C**
Symmetry:	**A←B←C**
Transitivity:	**A←C**

Stimulus equivalence is a kind of knowing, perhaps even the kind of knowing that is responsible for semantic relations, or the derivation of meaning from context. That stimulus

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equivalence is concomitant with speech or verbal expression suggests the existence of a kind of knowing only revealed in narrative, a knowing that is not at all what we mean by traditional views of cognition that are bound to hypothetico-deductive models of causality. Causality, in this view, is a useful way of talking about the achievement of goals when certain contextual features are assumed (Scientific rules are rules for scientists and their consumers, not rules for the world [p. 239]). And, cognition "is an activity of a whole organism interacting in and with the world (p. 237)."[1]

Situated Cognition

Conceptual tools reflect the cumulative wisdom of the culture in which they are used and the insights and experience of individuals in that environment (Brown, Collins & Duguid, 1989). or by illustration, carpenters and cabinet makers use chisels differently, just as physicists and engineers use mathematical formulae differently. The meaning is a product of negotiation within the community and with the situation. Unfortunately, students are too often asked to use the tools of a discipline without being able to adopt its culture. They are prevented from thinking practically, thinking in a way that is embedded in larger activities and that function to carry out the goals of those large activities (Scribner, 1984). They are asked to engage in ersatz activity, imitation or substitute practices that are unauthentic in the sense that the behavior falls outside of the natural process of enculturation (Brown et al., 1989). Peripheral features of authentic tasks, like extralinguistic messages and a complex context, are dismissed as "noise" from which salient features can be separated for the purpose of teaching. Furthermore, while schooling seeks to

[1]To continue Hayes & Hayes (1992) discussion..."[cognition] is psychological activity...specifically not the activity of the brain, nor is it activity taking place in a nonspacio-temporal 'mental' world. Brain activity occurs concomitant to all actions of whole organisms...It would be a rare psychologist who suggested that legs walk to the store or genitals make love, yet the idea that brains think seems to be widely and uncritically accepted (p. 237)."

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encourage problem solving, it disregards and sometimes discourages most of the inventive heuristic that students bring to classrooms. The classroom becomes the context, a situation that in the best circumstances may not promote the transfer of learning to authentic situations, and in the worst case, ersatz activity may actually interfere with authentic practice.

Following Jean Lave's (1988) ethnographic studies of learning, consider some of the differences between the way students acquire information compared to its acquisition by practitioners or just plain folks (JPFs).

THE SITUATED ACQUISITION OF INFORMATION

Just Plain Folks (JPFs), Practitioner and Student Activity

	JPFs	Students	Practitioners
Reasoning with:	causal stories	laws	causal models
Acting on:	situations	symbols	conceptual situations
Resolving:	emergent problems and dilemmas	well defined problems	ill-defined problems
Producing:	negotiable meaning & socially constructed understanding	fixed meaning & immutable concepts	negotiable meaning & socially constructed understanding

Based on: Lave (1988) from Brown et al. (1989)

To use tools as practitioners use them, a student, like an apprentice, must enter a community and its culture. In this way, learning is enculturation. Cognitive apprenticeship, the term applied to the instructional method that incorporates principles of modeling, coaching and real-life application, is especially useful in situations where learners need to be able to do a task

before they encounter it on their own because tolerance for error is low (Brandt, Farmer & Buckmaster, 1993; Collins, Brown & Newman, 1989). Adult learners often experience a cognitive apprenticeship in the natural course of their occupational enculturation. The following table summarizes phases in a cognitive apprenticeship.

PHASES OF COGNITIVE APPRENTICESHIP		
	Role of Model	**Role of Learner**
Modeling	Model real-life activity; state aloud the essence of the activity	Observe performance of total activity
Approximating	Provide coaching and support for the learner (scaffolding)	Approximate doing the real thing; reflect on model's performance; self-monitor & self-correct
Fading	Decrease coaching and scaffolding (fading)	Continue to approximate; operate in increasingly complex, risky or ill-defined situations
Self-directed Learning	Provide assistance only when requested	Practice doing the real-thing alone
Generalizing	Discuss the generalizability of what has been learned	Discuss the generalizability of what has been learned
Adapted from: Brandt, Farmer & Buckmaster (1993)		

Collaboration is an essential ingredient of situated cognition. Within a culture, ideas are exchanged and modified and belief systems developed and appropriated through conversation and narratives (Brown et al., 1989). Groups give rise synergistically to insights and solutions. Groups also permit adoption of different roles and practices while providing ready confrontation to ineffective strategies and misconceptions. Whatever a student's major concentration, their life's work likely will involve constant collaboration with others in the work force. Yet, traditional

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education, for the most part, continues to ignore the reality of teamwork in favor of inter-individual competition. Rather than share information, students learn to hoard it. Rather than be guided by the wisdom of their peers, students singly trudge through their misconceptions only to find the very skill most prized in the work force, the ability to work with others, is as foreign to them as being able to apply what knowledge they have mustered to an ill-defined, complex real-life situation. The point is clear. Just as situated learning requires exposure to real problems, students need involvement with real people on cooperative tasks.

Change in the Delivery of Instruction and the Assessment of Learning Outcomes

The delivery of instruction, especially in traditional programs, has not changed much in the last two hundred years, despite all that has been discovered about the way learning and knowing occur. It is clear that learning occurs in situations, and more importantly, it seems learning cannot be separated from its social and contextual surroundings. Therefore, it is time we experiment with new deliveries that might drastically change the way education is offered. For instance, we must look for ways to remove students from classrooms, to place them in situations that are more likely to result in a personal, social, contextual setting where knowing is the by-product of the experience. To this end, we must forge new partnerships between education and society, partnerships that might take the form of service-based learning, cultural immersion, and integration with the American work force. Of course there are already programs like these in existence, though their place in the curriculum too often is ancillary. A student might study abroad, participate in an internship or volunteer for a community agency, but these activities are seldom required, nor are they the frequent basis of faculty effort and debate. Contrast this with the attention we give to curriculum reform and specification of general education requirements. Experience counts for little, unless it is the too often monotonous experience of the classroom

lecture or exercise. It is as though we view applications as tangential to the real purpose of education. We prefer the abstract, contextless information we are able to impart in the classroom over the kind of dynamic, situated learning outcomes available in the world.

If we are to change the emphasis by moving learning from the university to the world, then we must develop flexible assessment strategies that permits experiential learning to count. Adult educators are already experts in some alternative assessment methods. Recognition of prior learning credit through portfolio assessment is an accepted practice in adult higher education, though even here we have difficulty when a student's experience cannot be easily matched with a list of learning outcomes, such as the often arbitrary collection of facts and theories we make legitimate by assigning a course number. Our adult students know a lot more than we give them credit for.

Narrative statements of learning are employed in a student portfolio, although the potential of narrative has not been fully exploited in higher education. Polkinghorne's (1988) extensive discussion of narrative meaning, Narrative Knowing and the Human Sciences, calls attention to some of the features of narrative expression—features that complement situated cognition. For instance, narrative, defined simply as the telling of one's story, works to draw together human actions and events in such a way as to create meaning. The contributions of actions and events on a particular outcome are configured into a whole episode. Polkinghorne argues that the study of human beings by the human sciences ought to focus in the realm of meaning in general, and on narrative meaning in particular. By extension, given what we are learning about education and situated cognition, our assessment practices might be geared to measuring what it means for our students to encounter real world situations—a strategy we will invite you to explore during the interactive component of our presentation.

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Outcomes Assessment: The Walden Approach Focussing on Alumni as Final Outcome

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Outcomes assessment is "hot" these days. Regional accrediting associations are increasingly expecting outcomes assessment as part of the reporting that an institution must do for accreditation, thus creating the necessity for colleges and universities to develop outcomes assessment programs. For example, the attached statement from the North Central Association specifies that its affiliated institutions develop programs through which student academic achievement can be documented. "Excellent teaching and effective learning" are the bywords for this commission.

Outcomes assessment, however, is a relatively new activity, still in early developmental phases in terms of definition and parameters. Many unanswered questions remain. What is meant by outcomes assessment? How is assessment different from evaluation? What assumptions lie beneath the expectation that colleges and universities assess student outcomes? Do these assumptions involve adult learning and aoult development, which are integral to ACE/Alliance programs? Finally, much outcomes assessment is geared towards current students or current programs, which can be seen as near-term or intermediary outcomes. The final or long term outcome is reflected in those who have completed the program--the alumni. How do institutional assessment programs use alumni as a measure of final outcomes?

To make matters even more complicated, regional accrediting associations are seeking measurable cognitive outcomes from primarily undergraduate institutions. But Walden University and other schools that offer graduate programs require higher level thinking skills and other

difficult-to-measure outcomes from students. Furthermore, as adult educators, we know that cognitive measures are just one realm in which change or development can take place. What is the place of affective outcomes and how do we begin to measure them? Should we?

Walden University's study of alumni

Walden University recently conducted a study of alumni perspectives on the attainment of institutional mission and the tangible and self-perception changes that have occurred for the alumni as a result of completing the program. Three basic premises provide a conceptual basis for the study. These premises are:

1. It is imperative to study final outcomes, in addition to intermediate outcomes, that is, current student academic achievement. There are all sorts of outcomes that can be studied, such as program, student, short-term, long-term. We understand student and program outcomes to be intermediary to final outcomes, that is, those who have completed the program--the alumni.
2. Ideally, outcomes should reflect the institution's mission--is the institution doing what it says it is doing? Studying alumni perceptions of the extent to which the institution is fulfilling its mission will give us a perspective on the efficacy of the expected outcomes.
3. Alumni self-reports on tangible acknowledgments (such as promotion, pay raise) and changes in self-perceptions (such as increased self esteem) attributed to completing the program provide a powerful way to assess the impact that the program has had on students.

It seemed appropriate to study alumni since they are the ones who are actually living out the impact of the program, in their professional and personal lives. To Walden it seemed important to look at those who have completed the program because that is where the impact is

most felt and identifiable. For those still working towards a degree, the impact of the program on their lives is yet to be determined. In other words, people who have graduated and are fully involved in their work and their lives should be able to tell us the ways in which the program influenced or changed them (the program's impact) and the ways in which they believe that Walden is achieving its mission. The after-the-fact view from alumni should be more to the point--"what did I gain?"--than that of current students.

Methodology

An instrument was designed to collect data, both qualitative and quantitative, from alumni who graduated during the 1991 and 1993 academic years. The two related research questions were:

1. To what extent has Walden achieved its mission and purposes?
2. What particular impact has the Walden program had on the graduate, including both tangible recognition and changed self-perception (growth and learning)?

The survey was designed in the fall of 1993. Two pilot studies were conducted. Based on this feedback from these pilots, the survey was refined. In March 1994 it was sent to 178 alumni (excluding those who received the pilot). In April one follow-up letter was sent, with a total return of 115 or 65%.

The survey has three parts. **Part 1** assesses the extent to which alumni think that Walden University has achieved its mission and purposes. The mission statement from the catalogue was separated into fourteen discrete verbatim statements to which the alumni could respond on a scale of the extent of their agreement with the statement, from 0 (not at all) to 5 (a great extent). A Not Applicable (N/A) item was included as well. Item 15 asked those being surveyed to read the

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entire mission statement (which was included in its entirety) and make an overall assessment on the extent to which they believed Walden has accomplished its mission.

Part 2 allows open-ended comments to four questions. In the first, the alumni were requested to comment on how the following aspects of the Walden program impacted them while they were students: faculty, curriculum, student services, administration, fellow students, and residencies. The next three questions related to:

- the **tangible acknowledgments** that the graduates could attribute, at least in part, to receiving their degree from Walden.
- the ways in which the Walden program **changed their perceptions of themselves.**
- the request that they circle the **single most important result** of having completed the Walden program.

Part 3 requests demographic information:

- degree earned (Ph.D. or Ed.D.)
- gender
- track (Administration/Management, Education, Human Services, Health Services)
- ethnicity

Finally, the participating alumni were asked if they would be interested in a follow-up telephone call to discuss the questions in the survey in more depth. If they wished to do so, they were asked to fill out a sheet with name, address, and telephone number. About half of all who returned the survey completed this sheet.

Initial Findings (Selected)

Because many of the findings are specific to Walden and its mission statement, only a brief summary of some of the responses will be discussed, with the exception of the questions on tangible and self-perception outcomes, as they hold more general interest.

Part 1: Accomplishment of the mission

By and large the survey findings indicated a great deal of agreement that Walden is accomplishing its mission and purposes. The lowest mean from among responses to the fifteen items was 4.03; the highest 4.75. The two lowest ranking items were item 10 (mean = 4.03) that reads, "To what extent has the Walden program helped you 'develop new and renewed social commitments?'" and item 9 (mean = 4.16) that reads, "To what extent has Walden prepared you 'to contribute to making this era a more humane one?'" The item with the highest mean (4.75) was number 3: "To what extent did the Walden program allow you to 'complete a scholarly dissertation or project equivalent to those produced in traditional graduate programs?'" Apparently, Walden alumni believe that they have written good dissertations, as good as those at traditional programs. No pattern was clearly discernable for the other items.

Part 2: Tangible and self-perception outcomes

Items 17, 18, and 19 were subjected to content analysis to determine if categorization of the results could be made. What follows is a discussion of these responses, collapsing items 17 and 18. The items are repeated below:

Item 17: *Please list no more than five **tangible acknowledgments that you can attribute** at least in part, to receiving your degree from Walden.*

Item 18: *Please list no more than five ways in which completion of the Walden program has changed your perception of yourself.*

Item 19: *Now, please review the responses that you listed in numbers 17 and 18 above. Circle the one (1) letter in EITHER 17 OR 18 that corresponds to the item that you consider the single most valuable or important result of having completed the Walden program*

It should be noted that respondents frequently made no clear distinction between tangible acknowledgments and changes in perception. That is, many indicated an increase in self-esteem--respondents listed this as both a tangible acknowledgment and a change in perception. The most important outcome of the Walden program is noted in the discussion.

Six categories emerged, including:

- **professional growth and opportunities (Professional).** This category includes such areas as professional recognition, promotions, new jobs, or greater career options.
- **intellectual abilities and competence (Intellectual).** This category includes such areas as better writing skills, greater knowledge, and critical thinking skills.
- **active in social change and helping others (Social Change).** This category includes such areas as feeling a commitment to social change and teaching others with self as a model.
- **personal change (Self).** This category includes such areas as higher self-esteem and feelings of accomplishment and pride in completing the program.
- **learning (Learning).** This category includes being a lifelong learner or having an increased capacity for creativity.
- **other**

Part 3: Demographics

Ethnicity:

Asian/Pacific Islander	3
Black/African American	17
Hispanic	2
White/Caucasian	91

Year of Graduation:

1991	41
1993	69

Degree:

Ph.D.	115
Ed.D.	0

Sex:

Female:	53
Male:	61

Track:

Administration/Mgt	45
Education	31
Health Services	12
Human Services	27

Findings

The following table summarizes the responses. Table A shows the most important outcomes of the Walden program, as alumni stated them.

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Table A: Most Important Outcome

Response	Category	Stated as most important outcome	Total number
satisfaction, accomplishment, pride	self	17	46
self esteem	self	6	45
better writing, research skills	intellect'l	5	30
expert in the field	intellect'l	4	13
able to view problems from different angles	intellect'l	4	9
new job	prof'l	3	18
commitment to social change	soc'l chg	3	13
respect	self	3	13
greater knowledge	intellect'l	3	9
pay raise	prof'l	2	39
professional recognition	prof'l	2	20
more marketable, greater career options	prof'l	2	14
self-discipline, self-motivation	self	2	7
"I can overcome odds to meet the challenge"	self	2	4
greater opportunities for consulting	prof'l	1	42
promotion	prof'l	1	17
increased work opportunities	prof'l	1	15
able to look at concerns from a broader, more global standpoint	intellect'l	1	9
enhanced ability to help others (clients, students)	soc'l chg	1	7
opportunities to teach others with myself as model	soc'l chg	1	7
reflection, critical thinking, problem solving skills	intellect'l	1	6
competence in applying/using skills	intellect'l	1	6

Response	Category	Stated as most important outcome	Total number
greater visibility in my organization	prof'l	1	5
greater awareness of need to be connected to family and friends	self	1	3
started my own organization	prof'l	1	2

In summary, a feeling of satisfaction and pride in accomplishment was the most important outcome, named 17 times by 46 alumni. Increased self-esteem was named by 45 alumni as an important outcome, with six of them calling it the most important outcome. Of the most important outcomes, two are found in the category of Self (personal change) and three in the category of Intellectual gain (better writing and research skills, being recognized as an expert in the field, and being able to view problems from different angles). While many more alumni responded in the Professional category, for example 42 for greater opportunities for consulting, 39 for pay raise, 32 for publications, and 29 for increased status and respect, they seemed to believe that the most important outcomes of the program were feelings of accomplishment and increased self esteem.

It was expected that professional gains would figure among the chief reasons that students would choose to complete a doctoral program. After all, they enroll in order to get a Ph.D. degree, usually for instrumental reasons, such as increased status or pay raises. (This information comes from Admissions/Orientation Workshops, admissions recruiters, and application essays.) On the other hand, such a response is not all that surprising. While alumni and potential and actual students state their instrumental reasons for wanting a Ph.D. degree, they may do so because such reasons are those that the world expects to hear. Few would say,

"I want a Ph.D. degree because it will improve my self esteem," even though they may well be thinking so. Social acceptability puts fancy dress on a poor shivering body. Perhaps the anomaly can further be explained if the top ten responses are examined. The two with the highest number of total responses are in the Self (personal) category, but the next eight are in the Professional category, with the exception of one (better writing and research skills) in the Intellectual growth category. In fact, the Professional category is found in ten of the top thirteen. Interestingly, the most important outcomes, as alumni describe them, fall into the personal (Self) and Intellectual categories. Many students indicate that professional gains have come about as a result of the Walden program, but the most important outcomes appear to be those relating to satisfaction, increased self esteem, better writing and research skills, being regarded as an expert in the field, and being able to view problems from different angles.

It is interesting to note also that the category of Social Change, given pride of place in the Walden mission statement and in the hearts and minds of its founders and many of its faculty members, is not ranked very highly by alumni. Thirteen listed commitment to social change as an outcome of the program; three stated that it was the most important outcome for them.

Summary

A study of alumni (that is, final outcomes) has given Walden a first look at what impact the program has had on a selected group of people who have completed it. As the North Central Association materials suggest, the purpose of outcomes assessment is to strengthen teaching and learning. At Walden we have discovered that alumni believe that the program fulfills its mission quite closely, with the exception of the social change aspects of the mission statement. It is expected that Walden will examine both the mission and the ways in which this aspect of the mission statement is emphasized in the program. This is one example of outcomes assessment highlighting a discrepancy between mission and reality.

Alumni self-reports on the impact of the program showed increases in satisfaction and self-esteem, along with cognitive gains such as better writing and research skills, increased expertise in the field, and more opportunities for consulting and job change. The cognitive statements were expected; that so many alumni listed changes in self-perception as the most important outcome was a surprise. It lends credence to the importance of including affective components in outcomes assessment activities.

Other institutions that study alumni will probably include a job placement component. This was not done at Walden because our program is geared towards mid-career professionals, most of whom are established in their careers. Thus, a measure of job placement, which is a goal for many bachelor's and master's programs, was not appropriate for Walden. Most Walden students do not attend to get a job but to hone their research skills and use the terminal degree to enhance their careers.

It will be interesting to see how outcomes assessment programs develop in the next few years. ACE/Alliance is taking a lead with its outcomes assessment task force; other organizations are beginning to organize similar efforts as well. If they can lead to the goals of excellent teaching and effective learning, so much the better.

"Handbook of Accreditation 1994-95," North Central Association of Colleges and Schools, Commission on Higher Education, Chicago, 1994, pp. 75-76.

Appendices

Appendix A

Assessment of Student Academic Achievement

This draft material will be included in final form in a "special focus" chapter on Assessment of Student Academic Achievement in the new *Handbook of Accreditation*. Much of the material was published in the October 1993 issue of *Briefing*.

The Commission's Assessment Initiative

In October 1989, the Commission began its initiative on documenting student academic achievement. In August 1993, after four years of extraordinarily rich experience in implementing and revising the expectations stated in 1989, the Commission adopted the following revised statement.

Commission Statement on Assessment of Student Academic Achievement

In October 1989 the Commission called on all of its affiliated institutions to develop institutional programs through which student academic achievement could be documented. The Commission reaffirmed its long-standing expectation that evaluation of overall institutional effectiveness was critical to the accreditation process: institutional self-studies and team reports would continue to require evidence that an institution accomplishes its purposes. But with the 1989 action, the Commission made explicit that student academic achievement is a critical component in assessing overall institutional effectiveness.

Although the Commission implemented new programs to assist institutions in meeting this expectation, it did not then, nor does it now, prescribe a specific methodology for assessment. In fact, it calls on an institution to structure an assessment plan and program around the institution's stated mission and purposes. Moreover, since 1989 institutions, evaluation teams, Commission staff, and other organizations have engaged in a shared learning process. They have created for the Commission a richly textured understanding of the importance of assessment of student academic achievement and its potential impact on strengthening the teaching provided by institutions and the learning achieved by their students—undergraduate, graduate, and professional.

At this point in this continuing learning process, the Commission reaffirms its objective in this assessment initiative: to encourage in its institutions excellence in the teaching provided for students and in the learning achieved by them. While it is important that an institution respond fully and accurately to a variety of public demands for accountability, an institutional program for assessing student learning should emerge from a faculty and administrative commitment to excellent teaching and effective learning. To fulfill that commitment, assessment of student academic achievement is mandatory, for only by knowing what works and what does not can a professor, a department, a school, or an institution create and carry out plans for continuous educational improvement.

The newly revised Criteria for Accreditation capture the impact of assessment of student academic achievement within the third and fourth criteria: "The institution is accomplishing its educational and other purposes" and "The institution can continue to accomplish its purposes and strengthen its educational effectiveness." Not only must an institution have a plan and program for assessing student academic achievement, but also that plan and program should be related to other institutional strategic and long-range plans and planning processes. It is important to note that the third and fourth criteria also address overall institutional effectiveness, including assessment of student academic achievement. Evaluation of institutional effectiveness, like assessment of student academic achievement, calls for a program that provides consistent information to assist the institution in making useful decisions about the improvement of the institution and in developing plans for that improvement.

Approved by the Commission on Institutions of Higher Education, August 1993

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Identifying Common Learning Outcomes in Adult Degree-Completion Programs in Management (or,"Getting answers for college deans and workplace managers")

Presented by John Fazio and Dawn Hodges

Problem: Cohort-based adult degree-completion programs have been criticized for "inappropriate curricula, instructional format, and identification and assessment of learning outcomes" (CAEL/ACE, 1993, p. 10). Assessment is important for accountability to private organizations, regional and national accrediting agencies, college administrators and boards of trustees and regents, as well as the public who are the consumers.

Purpose: This project identifies a set of common program goals among colleges and universities that offer cohort-based, adult degree-completion programs in management, and recommends instruments that can be used universally to assess the learning outcomes produced by these programs. It also recommends a comprehensive model for use in program assessment.

History and Background: A task force was formed to study the issue of assessment and to develop an assessment plan. The task force was sponsored by College Leadership Consultants, Inc., Seattle, Washington, and Oosting and Associates, Inc., Brentwood, Tennessee, two nationally based organizations with extensive experience in non-traditional education. Task Force members are: Mark Brewer, Northwood University (TX); Wayne Clugston, College Leadership Consultants, Inc. (WA); Cassandra Courtney, Wilberforce University (OH); John Fazio, Warner Pacific College (OR); Dawn Hodges, Palm Beach Atlantic College (FL); Burton Jones, Roberts Wesleyan College (NY); Edward Norman, Biola University (CA); and Kenneth Oosting, Oosting and Associates, Inc. (TN). Also aiding the task force was Ted Farcasin, Roberts Wesleyan College, Oscar Lenning, Executive Vice President, Waldorf College (IA) and David Lutz, Director, College-Level Assessment, ACT (IA). The task force's activity began in June of 1993 and has continued through the present (October, 1994).

Methodology: The task force began by determining what it was that needed to be assessed. First, goals and objectives (or learning outcomes) had to be identified. A select sample of five colleges and

universities that included Biola University, North Park College, Palm Beach Atlantic College, Roberts Wesleyan College, and Warner Pacific College provided the task force with statements of objectives for their cohort-based adult degree-completion program in management. There were 330 objectives in all. An initial *winnowing* of these objectives led to the listing of 234 objectives categorized by subject area. These subject areas were: Group and Organizational Behavior; Career Assessment and Planning; Statistical Methods; Interpersonal Relations or Communications; Human Resources Management; Principles of Management and Supervision; Business Ethics; and Research Project. These subjects were typical to all five colleges except for Human Resources Management and Research Project which were found to be in the curriculum of four out of the five colleges. Review and synthesis of these objectives resulted in an identification of 21 common program goals, which were eventually refined to nine program goals. The task force evaluated instruments that might be used by the colleges and universities in measuring the common program goals. Specific instruments were recommended by the task force, and a pilot plan was set up for their use during the next two years at seven institutions, including the six represented by task force members. The task force also searched the literature for experts' opinions on assessment and ideas for developing a comprehensive assessment plan that could be recommended to colleges with cohort-based adult degree-completion programs.

Literature Review: The literature abounds with ideas regarding assessment and the development of assessment plans. Discussed below is a sampling from the literature.

Assessment has two major purposes: to improve teaching and learning and to promote greater external accountability (Ewell, 1987). Conrad and Wilson (1986) cite those two purposes, as well as a third purpose, the reallocation of resources.

Wiggins (1993) offers a number of principles to consider when developing an assessment plan. First, he says, students' interests should be paramount; assessment should maximize benefits for students and minimize negative effects. Second, the primary purpose of assessment should be to provide information that will guide toward program improvement. Third, assessment information should not be used for judgmental or political purposes if such use is likely to cause harm to the students. Fourth, assessment and evaluation should be fair to all. Fifth, community involvement is

essential to the creditability and impact of assessment processes. All parties with direct interest should have opportunity to contribute; self assessment is the appropriate place to start. Sixth, careful consideration should be given to the motivational effects of assessment. Seventh, when assessing intellectual outcomes substantial attention should be paid to the assessment of the sophisticated skills such as understanding of principles, applying skill and knowledge, investigating, analyzing, etc. Eighth, emphasis should be given to reporting educational progress and growth, rather than comparing individuals. Ninth, great care should be taken in the reporting of the information; the reporting will determine the benefit or harm resulting from the information.

Svenson and Rinderer (1992) offer steps for designing a results measurement system. They are: 1) Identify decisions to be made from results data; 2) define all results to be measured; 3) identify data required for results; 4) define data sources and measurement means; 5) specify reports to be generated; 6) specify a database to store data for retrieval; 7) design the overall information flow; 8) design the administrative system for collecting and storing data and generating and distributing reports, and 9) evaluate cost of evaluation compared to benefits (pp. 370-71).

Most academic program reviews draw on one or more of several formal evaluation models: goal based, responsive, decision-making, or connoisseurship models (Conrad & Wilson, 1986). Conrad and Wilson cite that the goal-based model has had the most influence, offering the advantages of systematic attention to how a program has performed in relation to what was intended and concern for the factors' contribution to success or failure. The major contribution of the decision-making model, say Conrad and Wilson, is the explicit attempt to link evaluations with decision making, thus focusing the evaluation and increasing the likelihood that results will be used.

One decision making model that is often discussed in the literature is the CIPP model designed by Daniel Stufflebeam. It begins to appear in the literature in 1971 (Stufflebeam, 1971, 1980; Knowles, 1980; Mitcham, 1981; Gilberg & Scholwinski, 1983; Trapnell, 1984; Phillips, 1991). Phillips (1991) reported extensive usage of the CIPP model by members of ASTD.

The CIPP model is an acronym for the four components of the plan: context, input, process, and product. Somewhere throughout the

years, the CIPP model has been modified to the CIPP(I) model. It was first identified in this literature search in Trapnell (1984). The fifth component of the evaluation plan is impact. Context evaluation defines a relevant environment, identifies need and opportunities, and diagnoses specific problems. Input evaluation provides information to determine how to use resources to best meet program goals. Process evaluation provides feedback on implementation. Product evaluation measures and interprets the attainment of objectives. And impact evaluation determines the impact the program has on the environment.

Once a model for the assessment plan has been identified, it is important to consider what assessment tools, instruments and methodologies will be utilized that will result in quality data. There are a number of questions that are asked at this stage: Why not use grade point average? Isn't placement our best indicator? How much will this cost? How do we get started? Will standardized exams assess what we teach? Will local exams be any good? Will students cooperate in assessment? How much time will this take? and What good will assessment do? (Banta, 1989). Other questions that may be asked are: What do we want students to know and be able to do? What will count as acceptable performance? How can we ensure expert judgments? How can we provide feedback? (Diez & Moon, 1992).

Nurss (1989) states that several issues should be considered in selecting assessment instruments and procedures. Teachers must consider the purpose of the assessment; the appropriateness of the assessment instrument for adults; the reliability, validity, and practicality of the instrument; whether the assessment is culturally sensitive; and whether the assessment instrument is congruent with the instruction given.

Patton (1991) refutes three myths regarding evaluation methodologies. The myths are: evaluation is findings; outcomes are hard to measure; and evaluation is an add-on. He describes three principles in refuting these myths: evaluation is a learning process; soft data about important issues are better than hard data about unimportant issues; and meaningful evaluation is integrated into teaching and learning.

The question always arises regarding the usage of qualitative (soft) data vs. quantitative (hard) data. Patton (1984) says that methods

madness occurs when attention to measurement dominates the evaluation process and methods become an end in themselves. The removal of this barrier lies in the current consensus that whether qualitative or quantitative methods are used, the methods must be assessed in terms of what questions are asked and what kinds of data are needed.

Wiggins (1990) describes "authentic assessment." In authentic assessment, says Wiggins, "students have greater clarity about their obligations and are asked to master more engaging tasks, and teachers can see assessment results as meaningful and useful for improving instruction. . . . Conventional testing is probably adequate if the aim is to monitor performance. Tests must be composed of exemplary tasks, criteria, and standards if the goal is to improve performance across the board. . .What most defenders of traditional tests fail to see is that it is the form, not the content of the test that is harmful to learning. . .To improve students performance we must recognize that essential intellectual abilities are falling thorough the cracks of conventional testing."

What is important in developing a systematic assessment plan is to use multiple measures. Riggs and Worthley (1992) suggest several assessment measures and instruments: portfolios, interviews, senior and capstone projects, surveys, and examinations. Boyer (1987) suggests that the college-wide evaluation should focus on the overall purposes of the undergraduate experience. "Through such examinations, students should be reminded that the truly educated person makes connections across the disciplines and ultimately relates what he or she has learned effectively to life" (p. 259). He also recommends that students be asked to write a senior thesis. It would relate the major to historical, social, or ethical concerns. He suggests that the thesis be presented orally and critiqued by fellow students. "Thus, through written and oral communication, each student will demonstrate, at the end of the undergraduate experience, a capacity to think clearly and to organize and communicate ideas in an effective, integrative way" (p. 259).

Marcus et al. (1984) suggest that self study is a valuable assessment measure. He says that, at a minimum, a self-study should include: the goals of the program (within the context of the broader institutional mission); the program's organization--internal processes and personnel practices; available fiscal resources and facilities (laboratories and library holdings); the curriculum--course

sequencing, comparison to professional standards and relevance to student goals; the faculty--demographic data, workload requirements, specializations, and scholarly activity; the students--entry and exit characteristics, class sizes, graduation rates, and placement; current issues--perceived weaknesses and future plans. Marcus says appropriate quantitative data should include: number of graduates, attrition rates, enrollment, student demand trends, volumes in the library, faculty publications, test scores; success of graduates; course costs; cost-effectiveness data. He writes, "However, an over-reliance on numerical factors--such as average cost per credit hour or per graduate--should be discouraged. The assessment of program goals, student learning, faculty performance, and curriculum must have a qualitative bent."

The Assessment Plan: The task force recommends the following model (developed by Stufflebeam, 1971) as a means of evaluating adult degree-completion programs. The five component areas in which evaluation can be done using this model are: Program **Context**; Program **Input**; Program **Process**; Program **Product**; and Program **Impact**.

This model allows for a comprehensive evaluation of the adult degree-completion program concept, its implementation and its outcomes. Multiple measures are required in the evaluation process, ranging from the use of instruments designed to provide nationally normed data to those that involve self-assessment.

CONTEXT--Evaluation of institutional environment, program opportunities, and needs.

Evaluation instruments will measure adult degree-completion program effectiveness evident in:

Program Aspect or Area	Means of Measurement
1. Extension of institutional mission	Trustee/Administrative/Faculty review of the language used in the mission statement to define institutional commitment to adult learning
2. Assessment of and response to community needs and existing education programs	Professional evaluation provided by consultants in initial market review & end of first cycle review
3. Marketing strategies and techniques	Professional evaluation provided by consultants in initial market review & end of first cycle review
4. Institutional practices and policies	Administrative/faculty review of accessibility to campus services, and of curriular offerings for adult learners
5. Appropriateness of the curriculum	Academic division response to professional evaluation of market review
6. Opportunities for off-campus locations	Professional evaluation provided by consultants in initial market review & end of first cycle review

INPUT--Evaluation of resources used (or necessary) to meet program goals.

Evaluation instruments will measure adult degree-completion program effectiveness evident in:

Program Aspect or Area	Means of Measurement
1. Institutional environment	Institutional assessment of classroom environment conducive to adult learning needs
2. Services	Student evaluation of academic advisement, library, administrative services (financial aid, business office, registrar, food service)
3. Human resources	Student and faculty evaluation of adequacy and accessibility of human resources
4. Equipment allotment and availability	Director's Annual Report
5. Administrative systems	Director's Annual Report
6. Budgeting procedures	Director's participation in the integrated budgeting process within the institution
7. Oversight of program	Feedback from advisory committee of community and alumni representatives

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PROCESS--Evaluation of program implementation.

Evaluation instruments will measure adult degree-completion program effectiveness evident in:

Program Aspect or Area	Means of Measurement
1. Faculty selection	Review academic credentials & teaching experience; assess knowledge and ability related to working with adult learners
2. Instruction	Student evaluations at end of each module
3. Use of cohort model (including teaching methodologies and modular format	Student evaluation of cohort model; retention patterns and correlation to cohort model
4. Grading assumptions and procedures	Review consistency with institutional policies
5. Professional development	Based on a comprehensive evaluation/growth plan
6. Calendaring	Campus-wide support for non-traditional scheduling
7. Curricular evaluation process	Evaluations from academic divisions and from students at the end of each module
8. Program evaluation process	Feedback from student advisory committee and from and alumni evaluation process

PRODUCT--Evaluation of the attainment of goals and objectives

Evaluation instruments will measure adult degree-completion program effectiveness evident in:

Program Aspect or Area	Means of Measurement
1. Student expectations (self-assessment)	Reflections assignment at end of Research Project
2. Competencies defined in program goals and objectives (pre-test/post-test)	**ACT College Assessment of Academic Proficiency Test (CAAP)**: Reading section and Writing section (Pre-test on entry; post-test at graduation) **ACT College Outcomes Measurements Program Test (COMP)** Objective format, testing communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, and using the arts. (Pre-test on entry; post-test at graduation)
3. Comparability with traditional program in the field of management	ETS Major Field Test in Business
4. Professional achievements, including promotions, new positions, salary increases	Alumni survey and profile
5. Pursuit of graduate study	Graduate school enrollment survey and profile

IMPACT--Evaluation of the total program on the community and constituency

Evaluation instruments will measure adult degree-completion program effectiveness evident in:

Program Aspect or Area	Means of Measurement
1. Retention and completion patterns	Evaluation of matriculation patterns
2. Alumni satisfaction	Alumni survey
3. Student and alumni recruitment of enrollees	Program entry survey
4. Employer recruitment of enrollees	Program entry survey; groups of students entering from same employer
5. Graduates' participation as alumni	Alumni survey
6. Graduates' leadership in community	Alumni survey
7. Family perceptions	Alumni survey
8. Faculty perceptions	Academic division assessment of program

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THINKING OF ADULT COLLEGE STUDENTS IN TERMS OF ERIKSON'S ETHIC OF CARE

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My goal today is to present to you a way of conceptualizing higher education for adults, a way that emerged from practitioner research and that is built on a classic developmental theory, that of Erik Erikson. I don't suppose that it is only the psychologists here today who are familiar with Erikson. It is likely that those of you who are familiar with him, think of him as a developmental theorist, a stage theorist, an ego psychologist. He was these things, more or less, but also, and most importantly for us, I believe, he was a psychosocial thinker. There is a tendency to emphasize his psychological over his social ideas, and that ignores what I believe is most unique and valuable about Erikson. During this session, you will examine with me Erikson's thinking about social and cultural contexts of human development and will explore with me how these contexts, representing human needs really, provide a wonderful place in which to think through and plan higher education for adult students.

In terms of psychosocial development, adults are dealing with what Erikson termed the crisis of Generativity, concern with influencing those who follow us. Each of eight ego crises identified by Erikson is associated with a resulting human virtue

or ethic. This aspect of Erikson's theory is not very well known, yet it is an intriguing and really delightful part of it. People not only grow by navigating a series of ego crises but also enhance their humanness, at the same time, by achieving qualities of character that allow us to be part of a community of human beings. The crisis of Generativity is associated with the virtue or ethic of Care. The virtue or ethic of Care provides an excellent focus for us as we work with adult students. Although we as college faculty also are exercising our ethic of care (in our teaching), my presentation will stay with caring as a motivation for adults in their studies.

This session has three major parts: first, report of the practitioner research that led me to look at Erikson's theory again; second, presentation of aspects of Erikson's theory, those concerning Generativity and Care as Adulthood issues; and, third, discussion of ways to approach college studies using the concept of care.

My hope is that what you will gain from this session is a very useful and really rather exciting and satisfying way to address academic studies for adult college students. After I present what I have found and tell you my own thinking about its value for us, I will lead a discussion about applying it to studies across subject matter. I will ask you to think about how Care might be a helpful focus for studies in your area, be it psychology, science, sociology, business, literature, history, or anything else.

I. PRACTITIONER RESEARCH

While doing practitioner research designed to explore the personal and social outcomes of a college education for adults, I was struck by the frequency and depth of feeling with which students spoke of being motivated by concern for being a model to others. As part of research around our college's response to the National Assessment movement, I conducted interviews with adult students concerning their college goals and outcomes. I was interested in seeing if their goals and outcomes coincided with those of 18-24 year olds at traditional colleges. In short and not surprisingly, I found that the personal and social goals set for traditional age students were not appropriate for adults.

Several goals were located (see Gerardi, 1991), but I shall discuss just one of them today: Generativity. This is a goal that differentiates adults from traditional age students. Some of that differentiation may be in emphasis rather than in kind. At any rate, it began to intrigue me, and I found myself thinking about it. Generativity was the term that I found descriptive of students' expressing concern with positively influencing their children, co-workers, and members of their reference groups.

You may be interested in knowing some of the statements that I categorized as reflecting Generativity. 1) A woman from a rural area said, "I've learned a lot and can pass that on to my kids, help my kids and their friends." 2) A woman originally from Panama commented about her concern for other Latinas. "I'd like to see myself as someone who makes a difference. I will be working with a Latino population...Sometimes a Hispanic woman

that comes to this country (U.S.) is just making it, just thinking of working. They're not thinking of getting an education...I would like to bring out...that (the goal) is not just economic, that, yes, you can do both, I did it! I could be a role model." 3) A forty-two year old man, a Vietnam War veteran, father, and supervisor at his job, commented, "I want to set a good example for my subordinates who don't have degrees; same thing with my children. I want them to be able to see their dad working hard to get an education and, because of that, they'll work that much harder in reaching their own objectives, go to college."

As I reflected upon statements such as these, I became more and more interested in exploring Generativity in relation to adults returning to college. I began to re-read Erikson. I had remained familiar with his theory, using it in my teaching Human Development and Personality Theories. Erikson (1982) refers to the long period between Young Adulthood and Old Age as Adulthood or Middle Adulthood. Markers of its onset and end are issues and events rather than ages, but the period generally spans the late 20s into the 60s. Onset, then, is in rough conformity to definitions of the adult learner: over age 24. Today, we shall see that exploring a conceptual scheme for understanding that period allows insights into adult college students. I would like to emphasize at the outset that both the professional literature and my own experience with adult college students argue against there being one theory or set of concepts within which to understand adult learners. One is not sought here. Rather, it

is more apt to suggest that there are several models, with at least one being useful in approaching a given student. A conceptual scheme that is of such use and that has received relatively little serious study is Erikson's thinking of adulthood in terms of Generativity and Care. I focus on that today in the hope that it may be a good explanatory model for many adult students and be of value to us in our work with them.

II. ERIKSON'S PSYCHOSOCIAL THEORY, GENERATIVITY, AND CARE

Erikson outlines pivotal crises to be addressed throughout one's life. For a variety of reasons, individuals progress through human development partly by addressing and resolving particular ego challenges, turning points, changes of perspective (Erikson, 1968). Erikson is flexible about how any given crisis is resolved, believing that its context and the myriad influences on and circumstances of an individual life affect how a crisis is resolved.

During Erikson's seventh stage of psychosocial development, corresponding to the middle adult years, individuals struggle to resolve the crisis of Generativity vs. Stagnation (or Self-absorption). Adults take responsibility "to bear, nurture, and guide those people who will succeed them as adults (Erikson, Erikson, & Kivnick, 1986, p. 73)." Erikson (1987) writes: "Generativity, then, is primarily the concern with establishing and guiding the next generation. In addition to procreativity, it includes productivity and creativity; thus it is psychosocial in nature. From the crisis of generativity emerges the strength of care (p. 607)." I want to emphasize that Generativity

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includes a variety of productive and creative tasks.

Generativity as an adult theme is quite useful in approaching the learning experience of many adult college students. We shall see that it and, more pointedly, the virtue or ethic of Care, one of the outcomes of successful Generativity, brings a special, useful, and "true" focus to adults' college study.

First, I would like to tell you some of my thinking about Erikson, about Erikson for us as people working with adult college students. Erikson's special value to us in thinking about higher education for adults is his passionate examination of human strengths, of people living in concert with each other, in their communities. His understanding of individual development exists firmly and inextricably within a social framework. His is a psychology in the service of social development and is quite appropriately considered a psychosocial theory. Terms he uses are exciting and ring true concerning the full development of individuals: Virtue, Ethic, Vitality ("vital quality") (Erikson, 1964, p. 152).

A. Virtues and Ethics

The notion of Virtue is central to Erikson's thinking. In Insight and responsibility (see also Erikson, 1982), Erikson (1964) uses the term to refer to certain "human qualities of strength (p. 113)." A virtue develops across several stages of life but reaches ascendancy during its critical time. The virtues are seen as ego strengths. In Insight and responsibility, they are discussed within an examination of

personal and social responsibility. The virtue of Adulthood, or Middle Adulthood, is Care. Generativity and Care characterize the emotionally healthy adult. Care, then, is one positive outcome of successfully resolving the ego crisis of achieving Generativity rather than being mired in a state of Stagnation and Self-absorption. In short, successful Generativity includes Care, and, in my continuing to talk with you here today, we want to be aware that attention to Generativity will always include the assumption of individuals being guided by the ethic or virtue of Care.

Erikson chooses to use everyday language in his theory and finds himself explaining his terms. For example, Virtues are adaptive strengths, not moral intentions. Virtue means, as always, a pervading strength and also strength of efficacy (Erikson, 1964).

B. Ethic of Care

The remainder of my talk will address the virtue or ethic of Care, within its developmental context of Generativity. I believe that college study for adults profits from explicit attention to the developmental task of Caring. Coordinating college study with healthy psychosocial growth can make that study feel somehow right, to use Erikson type language. What are we looking at here? "Care is the widening concern for what has been generated by love, necessity, or accident; it overcomes the ambivalence adhering to irreversible obligation (Erikson, 1964, p.131)."

At the start of today's talk, I said that social context and

the notion of Virtues or Ethics provide a wonderful place in which to think through and plan higher education for adult students. This, of course, is true of Care in particular, since Care is the desired Virtue of Middle Adulthood. In our remaining time, I shall first provide an example from excerpts of protocols of the interviews on personal and social goals, examining it in terms of Generativity and the ethic of Care. I will discuss the excerpt in relation to the concept of care within the context of planning and executing baccalaureate studies... and the accomplishment of strengths and what Erikson refers to as ethics in particular.

III. ETHIC OF CARE APPLIED TO HIGHER EDUCATION FOR ADULTS

After much going back and forth about which excerpts to present, I decided to select just one. It was really so rich and so clearly illustrative of my point that it allowed me to allow us to focus rather than to deal with disparate examples. I shall distribute excerpts from the comments of one student whom I shall call Gloria. She was living in New York City and completing her final credits for her baccalaureate degree. At the time of the interview, Gloria was 39, had two children, a boy and a girl, and worked full time. Unlike all the other interviews which I conducted, in this one, all three participants were women of color. Gloria's cultural background was Puerto Rican and Panamanian.

EXCERPTS FROM INTERVIEW WITH GLORIA

I see myself as an advocate, and I am, at work. I see injustice... my future goal is to be an advocate with much more authority, politically. I'm in a Latino women's caucus. In the future, I'd like to see myself as someone who makes a difference.

I will be working with a Latino population. When representing that population at meetings, I want people to respect me. I want them to say, "Oh, she should know what she is talking about, she's a college graduate." When representing others at meetings, it is good to have education behind you. You do feel, with a higher education, that you are representing much more, of your race or your gender. People will see you differently. I see myself as representing my race, gender --want others to see your group differently.

Being Hispanic, I feel that my social goal is to be able to help in the Hispanic community, Latinos and women, to open up and seek an education. Sometimes a Hispanic woman that comes to this country is just making it, just thinking of working. They're not thinking of getting an education... I would like to bring that out to them, that it (goal) is not just economic, that YES, you can do both, I did it! I could be a role model.

I want to be a model to my children. I want them to see that you can succeed in school. I want to be a model of an independent female to my daughter. I don't want her to take second place to anyone. If she sees me in school, change career, that is a good model for her: that you don't have to depend upon a man. I want her to see that she has it within herself to carry her own weight.

How do Gloria's comments reflect Care? In general, we see in Gloria's words exactly what Erikson suggests as characteristics of the emotionally healthy adult. She reveals personal responsibility for her own continuing growth and for her children's full growth. She reveals social responsibility in setting goals that promote the interests of groups with which she identifies. We also see elements of what Erikson describes as virtue: inherent strength, an active quality, and a sense of spirit. In the words that Gloria uses, we see these in her; I especially see it in her excitement about broadening the life goals of other Latinas, other Hispanic women. Gloria seems to be the very opposite of self-absorbed; her goals are goals that she has for others, those whom she has chosen to CARE FOR. We see, indeed, her "widening concern for what has been generated by

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love, necessity, or accident; (care) overcomes the ambivalence adhering to irreversible obligation (Erikson, 1964, p. 131)."

Gloria provides a good illustration of a college student successfully addressing Care as a healthy adult. How do we as college faculty members help her? I shall suggest some ways, and then I hope that we can all talk together about helping a range of students address Care as we work with them to plan and carry out their college studies.

We can suggest college studies that promote knowledge and skills that would be of value in serving others, a part of Gloria's goal. For example, her degree program could include courses in organizational behavior, management, community organizing and advocacy, and courses in subject matter such as social history. Within a range of courses, we can provide students with practice in clarifying goals and putting them into action. This need not be limited to practica. Most courses that involve writing papers, research papers or theses, can include explicit attention to the connections among clarity of ideas, statement of goals, and crispness in addressing goals, points, or positions taken by the student as she thinks and writes. Also, I believe that it is useful to talk with students about what they care about and care for and let that be a focus for several courses or papers and projects within their coursework. It is probably worth considering a course in social history for many students. Such a course is a natural home for attention to the adult's need to express Care, showing her historical successes in addressing the conditions of humankind.

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I hope that we are ready for a group discussion now. I shall ask you to tell me your academic area and to suggest or seek suggestions from others about how to use the concept of Care as an organizing theme, perhaps, in designing coursework.

Here are some possibilities:

Colleges can promote responsible concern for others in several ways. Courses in child development and adolescent development have immediate value to adult students who are parents. Courses in communication skills, social psychology, and organizational behavior have immediate value in the work place. Courses in history, political science, and social theory provide context for responsible group behavior. Establishing an integrated world view is part of operating within the ethic of care. History courses, in particular, provide a good opportunity here. World images as modified throughout the generations provide a universal context for understanding individual experience (Erikson, 1982). Through history, students can come to see cultural, social, and community responses to human growth and to human needs. In doing so, they can engage in discussion about a group sense of caring and can come to see themselves within such a perspective.

Another avenue for incorporating Generativity and Care into college studies is a mentoring model. More senior or experienced or connected students can help those who are less so. For example, business students can be mentors to people who are members of groups with which they have primary identification (through gender, race, ethnicity). In the business world, some

mentoring is going on. It can be understood in terms of the mentor exploring his or her own developmental expression of the ethic of care.

IV. SUMMING UP

I hope that I have raised many possibilities with you, possibilities for thinking about adult college students in terms of Erikson's ethic of Care. As you keep hearing from me, I believe that Erikson is especially exciting as a psychological theorist because he always remains aware that psychological development goes beyond attention to the individual. He was only partly interested in individual ego development. He was very much attuned to societal and cultural contexts. We develop socially and in accord with our societal and cultural environments. Also, societies can reflect developmental change. Society can mirror individual development, and the individual can mirror society. Sometimes it can all come together, as in key historical moments. We might think of periods of activism, like the 1960s, as such a confluence... both society and the individual were concerned with the ethic of care.

It is this aspect of Erikson' theory that I want to suggest as a home for us as we think of higher education for adults. Care can provide a conceptual focus for higher education for adults.

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TEACHING INFORMATION RETRIEVAL SKILLS TO ADULT STUDENTS

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INTRODUCTION

To find information used to be a simple matter. Resources were gathered in a physical location, organized by subjects, and accessible through catalogs or indexes. Teaching students how to find information also used to be a simple process. Librarians have been in that business for years, explaining how to develop search strategies, and how to use specific tools to retrieve materials. But now that we live in the so-called information age, information consumers are assaulted every day with a never ending stream of data pouring from around the world and available through a variety of sophisticated computerized tools. The search for the right information has become a complex process involving critical thinking and requiring technological skills, a process often overwhelming for students and researchers.

In most institutions, librarians have assumed the role of teaching information retrieval skills because over the years they have been in a position to develop expertise with electronic resources. They have also been witness to the multiple problems and issues engendered by the information explosion. Almost all academic libraries offer some kind of library instruction programs to their constituencies. Today, in most cases, they teach information literacy skills rather than traditional library research skills. This paper addresses the issue of integrating information literacy into the curriculum and describes the evolution of a library instruction program developed for Extended Education students at Saint Mary's College. We will first attempt to describe the concept of information literacy and expand on the changing role of the library in teaching information literacy skills. We will give a brief overview of our particular program, and document its evolution over the years to adapt to the new information world and to the specific needs of an adult student population.

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WHAT IS INFORMATION LITERACY AND WHY IS IT IMPORTANT?

Saint Mary's College is a private, catholic, liberal arts college located in Moraga, California and operated by the Christian Brothers. The current enrollment is approximately 4,200 students including 1000 off-campus students. The School of Extended Education was the first one to fully integrate library research skills into the curriculum and make it a requirement. But now that new information technologies are emerging every year, information literacy and the necessity of preparing students for the information age have become high-priority items on the agenda of administrators, librarians, and faculty across campus.

Sometimes it's useful when trying to understand something to start off clearly stating what it is NOT. Information literacy is not just library research skills. It is broader than learning how to use library resources or how to navigate on the Internet. While it encompasses library research skills and some degree of computer skills, its scope includes four components:

1. an attitude that appreciates the value and power of information
2. an awareness of the diversity of information resources and formats
3. an ability to use effectively various information retrieval systems to identify, locate, and obtain needed information and data
4. an understanding of how to use or manage information for some purpose by extracting, organizing, synthesizing, and evaluating what has been retrieved

Information literacy is not something that is added to the curriculum, rather it is developed as a result of resource-based learning throughout the curriculum. The phrase "resource-based learning" refers to the process of requiring students to access and use a wide range of information resources, so that learning how to learn is put into practice. Presumably, if several courses in the academic program expect such behavior from students, preparation for lifelong learning is fostered. As one author has stated in a Jossey-Bass 1992 edited volume on information literacy:

> "resource-based learning actively involves students in the complex process of recognizing the need for information, identifying and finding the relevant information, evaluating it, organizing it, and using it effectively to address problems. Lectures and predigested textbook information alone do not prepare students for life in an information-rich environment. Students must become information literate, that is active learners who can integrate the increasing number of information resources available to them." (Breivik, p. 9)

Information literacy is not really a new phenomenon, but it has captured the attention of education reformers, administrators and accreditation officials because of the growing complexity of the electronic information landscape. This landscape includes virtual libraries across the globe and a host of information technologies -- which are a blending of computer and telecommunications technologies used to access and retrieve information in text, image, and sound. As the quality and quantity of information needed to function in our social institutions increases, college and university officials are being asked to ensure that graduates are information literate and can operate independently in a rapidly changing, complex, information-rich environment. Without exception, all sectors of our society recognize the economic, social, educational and increasingly political implications of the information age.

All students being educated today will need to be able to adapt and adjust to the changing technologies in the workplace and elsewhere. Since technological change is certain, learning how to learn, and knowing how to critically analyze and evaluate information are critical to managing and harnessing change. Perhaps, non-traditional students are prototypical, as they have already made a career or life change in deciding to return to college. Moreover, they may also be less comfortable/more anxious about their computer abilities. Unlike the typical 18 year-old freshmen, they have not been playing with Nintendo games or using computers since elementary school.

Certainly, we can all see the necessity and benefits of preparing students to access, retrieve, evaluate, and use information. Then whose responsibility is it to see that information literacy is cultivated in all students? We agree with most writers that it's a shared responsibility among librarians/information specialists, classroom faculty, and academic administrators. Accrediting agencies, such as the Western Association of Schools and Colleges (WASC) and the Middle States Association's Commission on Higher Education have made their

position clear on this topic. Howard Simmons, who was then executive director of the Commission on Higher Education of the Middle States Association of Colleges and Schools, spells out specific roles for librarians, students, administrators, presidents, and trustees. To give you a sample of his ideas here are a few statements from the chapter:

> "Middle States is interested in the extent to which students master the ability to retrieve and use information. Learning in this area begins in the general education courses and is refined as students move into more specialized curricula" (Simmons, p. 17).
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> "Those institutions that are the most effective in getting students to take full advantage of library collections and in promoting the use of information resources as a means of improving learning outcomes are also those in which faculty from a variety of disciplines have strong requirements for library research and information literacy built into their instructional programs" (p.19).
>
> "At a minimum, academic deans should ensure that course outlines reflect an expectation for the use of learning resources other than textbooks; should monitor the quality of research papers completed as partial requirements for course and degree credit, especially in terms of information resources consulted or cited..." (p. 20)

Librarians and their professional associations have been active in promoting information literacy by presentations such as this at professional conferences, through published materials, and through committees and task forces. The American Library Association's Presidential Committee on Information Literacy issued a report in 1989 which has been widely cited by educators and others. The same year the National Forum on Information Literacy was established. It is an umbrella group of primarily educational organizations, such as the National Education Association, the Information Industry Association, the Commission on Higher Education, Middle States Association, and the Council of Independent Colleges. Coalitions with higher education professional associations have also been forged, such as with the American Association for Higher Education, which has established an Action Community on Information Literacy. Clearly, academic and school librarians see their role as a partner with classroom faculty in articulating learning objectives, designing assignments, and presenting instruction to prepare students to be information literate. We at Saint Mary's College are commited to the concepts of information literacy and have been working on several fronts to implement our objectives throughout the curriculum. Let's turn to some specifics now as we share with you how we have progressed in this regard with one School -- our School of Extended Education.

HOW DO WE TEACH INFORMATION RETRIEVAL SKILLS TO ADULT STUDENTS?

The School of Extended Education is one of the five academic schools at Saint Mary's College. It offers bachelor degree programs in management and health services administration and masters of science in health administration and procurement. One of the most interesting characteristics of the programs is the cluster system. Groups of students (clusters) begin their programs throughout the year at different locations in the Bay Area, and take all their classes together one evening a week for an 18-month period. This cluster system provides a mutually supportive learning environment that is especially suited to adult learning. The Extended Education programs have been in existence since 1975, and from the beginning library services were offered to the students. In 1986 following a WASC review the library was asked to develop a library instruction component for these students. In its first phase, the program featured a classroom visit by a librarian to help the students develop a search strategy and identify sources of information for their long-term project.

In 1990, in collaboration with Extended Education program chairs and faculty, the program was redesigned to become more compatible with adult learning styles and to match more closely the goals of the Extended Education programs which are learner-centered and outcome oriented. The new program became an on-campus library session rather than an on-site class visit, the lecture format gave way to a workshop format with hands-on experience and group discussion.

Since 1990, our library instruction program has had to face a different kind of challenge posed by the information explosion. It is a challenge faced by all libraries and it is not one that can be resolved by making a few adjustments because it forces us to reevaluate not only the content but also the purpose of the instruction program. As libraries become more automated and electronically accessible, information resources and retrieval methods multiply. Gradually, we have incorporated the teaching of information technology into our instruction programs, explaining to students how to access our online catalog remotely and demonstrating the basics of CD-ROM searching. Students can access our system, as well as hundreds of others on the Internet from their home or office with a computer and a modem. The "library without walls" is not a utopia any more, and for adult

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students, especially off campus ones, this can have a tremendous impact. It removes the barriers of time and space constraints, allowing them to work at convenient time and location, and it allows them to communicate with librarians at any time and to request materials electronically. Our students come to our research workshops with new expectations, one of the most common being to learn all about the "information superhighway". They want to know how to access the Internet, which they envision as a one-step searching tool allowing them to enter a keyword and retrieve full-text information. Their expectations arise from the kind of work environment they come from: as business people, they don't want to be left behind in a world where access to information is becoming the key to success and power. In other words, they need to become information literate and they want us to help them achieve this goal.

We have already discussed what it means to be information literate and acknowledged the fact that it is a life-long process. But on a more practical basis, we still need to ask ourselves what we can realistically teach the off-campus students about information technology in an instruction session. We also need to address the special needs of our users: how can we better teach technology to adult students? Currently, we attempt to introduce students to some information literacy skills by means of a two-hour Saturday workshop scheduled at the point in their program when they start working on a long term project. The main objectives of the session are to teach the students how to develop search strategies, to help them identify the types of information sources available today and the categories of information retrieval tools necessary to access them, and finally expose them to the process of searching electronic resources. We emphasize the fact that information retrieval is a very complex process requiring critical thinking skills as well as basic computer skills.

During our Saturday workshop, the first step is for students to learn how to select information sources appropriate to their needs. In the new online environment, users are faced with an unlimited number of choices. But, as Cerise Oberman noted in a recent *Library Trends* article, "information excess can lead to intellectual distress" (Oberman, p.194). She discusses the importance of critical thinking skills as necessary for effectively navigating the online environment and states:

> "providing students with the cognitive tools to make informed decisions must become a keystone of library instruction. Students unable to cope with the overwhelming number of choices available to them will be further disenfranchised from the information structure "(p. 200).

The next step is to introduce students to database searching. Although one database is used as an example, the emphasis is on exposing students to the process for searching electronic resources, and on teaching concepts rather than database commands. We try to reinforce transfer of learning by connecting information retrieval concepts to what students already know about library research and stressing general processes and concepts rather than particular features of specific tools. What they need to understand are the "universal" concepts of database searching, such as the scope and coverage of a database, the use of natural language versus controlled vocabulary, and the processes involved in constructing and refining search strategy. Once they understand these basic concepts, students can conduct a successful search whether they are using the online catalogs or browsing the Internet, although they need to spend time on their own mastering the search commands of specific databases.

The last step involves teaching students to evaluate the results of their search. Analyzing information has always been part of the research process but it has become increasingly important when students explore Internet resources. The world network is an incredible tool for sharing information and resources, but it includes a lot of non-scholarly information, such as the archives of the various discussion groups. Given the time constraints, the only realistic approach is to explain its function, its organization, and to point out some of the misconceptions surrounding the Internet. At Saint Mary's we encourage off-campus students to get Internet accounts and will be offering separate Internet training sessions starting this fall.

The format of our workshops has been carefully designed to support adult learning theory and what we have learned about teaching technology to adult students. We take into consideration, for example, the fact that adult groups are never homogeneous. In terms of computer literacy, this diversity is even more tangible: we have people in the class who are computer experts and others who have managed without technology so far. It is necessary to quickly assess the level of computer literacy of the group and to adjust the presentation and the

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exercises accordingly. Also, since active experimentation is a critical step in the adult learning process, we encourage collaborative approaches, hands-on exercises, and peer-helping activities.

The characteristics of the off-campus students at Saint Mary's also determine the way we teach information technology. Most of them work in the business world in a very competitive environment. In *Teaching Technologies in Libraries*, Linda Brew MacDonald describes the business world's attitude in regard to technology instruction as a "just-in-time attitude" ("give me what I need now, nothing more" p. 243). These students are results oriented and not interested in theoretical concepts: they want practical applications. We also take into consideration the gender differences toward technology. The majority of the health administration students are female, and many studies have shown that technology has been a traditionally male field and that women are generally not as comfortable as men with computers. A supportive environment and cooperative learning exercises encouraging the full participation by everyone in the class are necessary to help some women overcome their technological phobia.

Even with the best intentions, what we can teach students about information retrieval and analysis in a two-hour session is necessarily limited and insufficient. But the session should be seen as a starting point, the beginning of a long-term process to becoming information literate. After the workshop, students continue to communicate with the librarians through phone, fax, and electronic mail to get further assistance and individual instruction.

ARE WE EFFECTIVE?

We have various ways of evaluating our program for Extended Education students. An evaluation form is distributed at the end of the workshops which gives us their immediate feedback, and we also send a library services survey to all students when they finish their program to assess their overall satisfaction and the impact of the library instruction program. The workshops have been consistently rated high by the students (90% claimed that it was very useful), the survey of library services also shows a high level of satisfaction with our services, and a recent WASC accreditation team has praised the program. But it is harder to determine if the

students retain and use the skills we teach them, particularly electronic information retrieval skills. Does transfer of learning really occur? Do they use these skills in other libraries or on the job? We have no data to anwswer these questions.

However, we know how we would like to improve the session. Our ability to improve the workshop experience depends on some technical limitations which are currently being addressed, such as having our CD-ROM periodical indexes networked and using a computer lab setting so that each student could have sufficient time to experiment and see results. We also need to ensure that each student has Internet access so that we can begin to integrate Internet search strategies into the workshop. Moreover, we want the workshop objectives to focus more on additional information literacy concerns, such as the evaluation and analysis of information. Currently, our emphasis is on the awareness of the types of resources available, the major types of retrieval systems and strategies for actually conducting searches and obtaining the desired documents. However, with the growing use of Internet resources, which include a greater variety of types of sources, students will need to know how to assess the usefulness and authority of what they retrieve. Indeed, as is the case now using gophers and other menu-driven Internet search aids, one does not even know the source or authorship of many documents located on the Internet. Perhaps now more than ever before, faculty and librarians must provide students with strategies for evaluating the information they obtain. In some ways the current state of the electronic information retrieval is much more complicated and confusing for students.

SUMMARY: WHAT CAN YOU AS FACULTY OR ADMINISTRATORS DO?

We hope that we have been able to convince you of the need and value of preparing your graduates to be information literate. Are there some common approaches or actions that can be taken to accomplish this? It may be useful to first be aware of some attitudinal changes on the part of faculty, librarians and students that must occur before information literacy can be successfully integrated in the curriculum. D. W. Farmer, academic vice president at Kings College, Wilkes-Barre, Pennsylvania offers this advice:

> " Faculty, librarians and students must first redefine their roles. Faculty must see themselves less as disseminators of information in the classroom and more as facilitators who guide

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> students to become autonomous learners through involvement in resource-based learning outside the classroom... To fully participate in the challenges of the Information Age, faculty need to develop teaching strategies that help students become evaluators, critical readers, and users of information that they individually and in collaboration with faculty, discover. Librarians need to become less the guardians of information and more the coaches who develop within students the capacity not only to access information but also to evaluate and choose information. Students need to turn away from being passive and dependent learners and become active and independent learners who are able to bring to the classroom information that they have selected and analyzed" (Farmer, p. 104).

According to Farmer other reasons that might explain faculty and others' hesitation to establish information literacy instruction include: failure to understand the necessary collaborative effort between faculty and librarians and failure to see the program and its courses as part of an entire curriculum. Most writers agree that information literacy is a developmental process that students need to experience over all four year of their undergraduate education. Therefore, we would offer the following suggestions for implementing the ideas of information literacy instruction:

1. Find out what your librarian colleagues are doing. Ask them to explain the learning objectives for their instruction programs? How are these objectives furthering the development of information literacy skills and behaviors? Are information retrieval technologies being taught? How are students gaining exposure and practice using information technologies?

2. Examine your own department's curriculum to see which courses require some type of library research/information retrieval and analysis assignment. How are students being prepared to do these assignments? Is there a sequencing of such course assignments so that progress is made in developing students' information literacy skills and behaviors?

3. Determine if other academic programs or units on campus are contributing in some way to students' information literacy development. Is there a required course where library research/information retrieval is emphasized?

4. Use department and campus-wide curriculum committees as reviewers and change agents to take a broader look at the curriculum and its assignments vis-a-vis resource-based learning and information literacy development.

5. Suggest faculty development programs or informal teaching ideas exchanges addressing information literacy and resource-based learning.

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University, Community College, and Corporate Cooperation in Delivering a "2 plus 2" Baccalaureate Program via Two-Way Interactive Video Technology

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Introduction

In Fall 1992, California State University, Dominguez Hills (CSUDH) and Coastline Community College, with financial assistance from GTE. Inc., implemented a pilot cooperative baccalaureate program that utilizes state of the art compressed video technology to deliver two-way audio-visual interactive courses simultaneously to adult learners at the CSUDH campus in Carson and at a Coastline facility in Fountain Valley, some twenty-five miles away. The partners thus forged what they believe to be a truly new connection -- the first cooperative interactive video baccalaureate program in the United States. This program, designed as a five term pilot project, has been in operation for two years and produced its first graduates in May 1994. It has been carefully evaluated each term, and has significance for the development of electronic educational delivery that will be of interest and use to educators considering the value of distance education.

"Distance education" in its simplest terms is the use of electronic telecommunications technology to deliver educational programs and services to students at remote learning sites (Olcott, 1991, pp. 49-50). Some of the perceived advantages of distance education are that it can be cost-effective, sustain enrollment in times of fiscal constraints, and extend programs and services to student populations that might otherwise be denied access to education. Further, distance education is environmentally beneficial because it helps to reduce traffic congestion and air pollution.

This paper will:

1) describe the cooperative effort that made this program a reality;
2) identify the expected benefits that drew the educational institutions and GTE, Inc. into a community of interest;
3) describe the program structure and key elements of teaching in an interactive video environment;
4) review the evaluation outcomes of the first two years of operation; and
5) suggest the significance of this project in shaping the electronic learning environment of the future.

1. Bases for Cooperation

Cooperation among educational institutions is often more a goal for public relations consumption than a matter of substance. In order for two or more colleges or universities to cooperate in a substantive manner, they need to establish bases that allow all participants to anticipate real gains from the proposed effort. Experience and research both suggest that cooperation works best when it can be related to complementary organizational strengths and priorities (Miller, *et al.* in Bradley, Hausman, and Nolan, pp. 304-305). Unresolved overlapping competitive interests will ultimately inhibit the success of efforts to cooperate, no matter how serious and well intentioned the parties may be at the outset. The potential partners need to be clear with each other at the inception of a cooperative project what each can expect to give up and to gain during the course of their working together.

Despite the growth of interest and use of technology, relatively few postsecondary institutions are using electronic distance technologies to facilitate inter-institutional cooperation. However, sharing an interest in the use of technology to deliver educational programs and services can provide a basis for solidifying inter-institutional cooperation, resource sharing, and program development. Recently, both the California State University and California Community College systems have initiated efforts that provide resource incentives for their respective institutions to forge

cooperative arrangements in the use of telecommunications technologies to provide educational opportunities.

From the outset of their discussions in early 1991, CSUDH and Coastline recognized that they have complementary non-traditional characteristics which facilitated their interest in working together. The CSUDH-CCC two-way interactive video baccalaureate degree project has enjoyed the degree of success that it has over time in large part because the sponsoring educational institutions have complementary "non-traditional traditions," including the use of technology to extend outreach.

CSUDH, which is located in the Southeast portion of Los Angeles County, has one of the most ethnically diverse student populations in California; females make up 63% of the student body; and the undergraduate student population has an average age of 28.8, while the average graduate student is 35 yeas old. (CSUDH, Office of Institutional Studies) Because of its historically large and geographically widely distributed population of adult learners, CSUDH in the early1980s was the first university in California to develop the Program for Adult College Education (PACE), an interdisciplinary liberal arts major for working adults. Offered on campus and off, in the evenings and on Saturdays, in a coherent and sequential fashion, allowing its students to earn bachelor's degrees in four to six semesters of upper division work, PACE rapidly grew from 50 students to become CSUDH's second largest on-campus major with more than 600 majors in Fall 1992.

CSUDH distance programs include a wide array of electronically delivered and off-site courses. CSUDH electronic offerings include instruction via microwave video (ITFS), ultra-high frequency video, and two-way interactive video using CODEC technology and dedicated T-1 telephone lines. CSUDH also offers its Master of Arts in Humanities External Degree Program electronically to students via the Internet, as well as by traditional correspondence. More than 1000 CSUDH students took courses in one or more of the delivery modes noted above during 1993-94.

Coastline Community College was created as a "college without walls" for adult and other non-traditional students, delivering its programs at more than seventy area centers and community-based class locations and over television, using KOCE-TV, the Coast District's Public Broadcasting System station and Coastline's own cable channel. Coastline has a well-established telecourse curriculum which has produced hundreds of associate degree and transfer students, who were regarded as a natural population for the electronically delivered upper division program. The college offers an average of 27 telecourses for transferable college credit each semester. Coastline has produced and marketed 30 telecourses, many of which are recognized and used nationally by over 500 institutions of higher education. Coastline telecourses are also used in numerous countries around the world by open or distance learning institutions. In producing these courses, the college employs a team process that combines the talents and expertise of faculty, instructional designers, and television production personnel, which has become a model for developing college-level credit telecourses throughout the nation.

The corporate partner in the venture, GTE, Inc., also had good reasons from its point of view to join in the effort. As CSUDH and Coastline were defining their cooperative objectives and looking for external funding sources, GTE, Inc. was in the position of looking to match the educational support initiatives of its major California competitor, Pacific Bell. GTE staff met regularly with educational representatives in an effort to clarify for themselves the concept of the remotely delivered baccalaureate program and ultimately agreed to provide a major cash grant to support the project.

Both CSUDH and Coastline, then, offered educational structures and expertise geared to adult learners and considerable expertise utilizing various modes of distance delivery technologies. GTE was looking to support a technology application that would have impact on how education was being delivered. Taken together, these conditions provided a sufficient basis for proceeding with the cooperative program in the Fall of 1992.

2. Expectations Reinforcing the Community of Interest

In addition to whatever proven or asserted contributions that it may make to pedagogy, technology is viewed by many primarily as a tool that can be used to solve the access, fiscal, and environmental problems that affect higher education. These were the kinds of expectations that the partners believed initially would drive interest in and support for the cooperative baccalaureate program. However, as participating faculty became more familiar with the flexibility and power of the technology, the focus of their attention shifted somewhat unexpectedly to efforts to reconceptualize teaching and learning. This phenomenon will be described in the next section.

A. Access Problems

The three campuses of the Coast Community College District--Coastline, Orange Coast, and Golden West--transfer over 1100 students annually to the California State University, mainly to the Long Beach and Fullerton campuses. Because of California's fiscal problems, however, CSU campuses began curtailing enrollment severely in the 1991-92 academic year and access for transfer students was negatively affected. The earliest rationale for the proposed "2 plus 2" program was that it would provide a new transfer option for students from the three colleges in the Coast Community College District, with special emphasis on the needs of students who had enrolled in Coastline's programs that serve non-traditional needs, such as broadcast video telecourses and Weekend College. .Electronic presentation was viewed as a viable option for extending access to an upper division transfer program to students who were already experienced with non-traditional offerings, and two-way interactive video technology was seen as adding a new dimension that would make the program attractive.

B. Fiscal Problems

At the same time that California public higher education was experiencing growing demand for student access, its traditional funding base continued to be eroded by repeated reductions in the funds provided by the State. During the 1991-92 and 1992-93 fiscal years, the public systems in California absorbed a cumulative twenty-five percent reduction in state

support. In this climate, the partners felt that to be able to continue to provide acceptable levels of services, colleges and universities would be called on by public policy makers to develop more cost-effective methods of delivering programs.

By utilizing technology-based distance learning strategies, it was argued, educational institutions could increase the impact of their resources without appreciably raising the costs of instruction. While recognizing the appeal of this argument to the cost conscious, the partners believed that the long-term impact of two-way interactive video instruction would not be so much as a cost-savings device, but rather as a means for extending the impact of resources. Their experiences suggested to them that additional costs would come from the need for acquisition and maintenance of new equipment, transmission charges, and the hiring and training of additional technical support staff. Down the road, as distance programs met the needs of more students, some savings could be anticipated from reduced outlays for capital facilities.

C. Environmental Problems

Beyond the provision of access and the extension of instructional resources, there was an expectation that increased use of electronic delivery systems would have the potential to reduce traffic congestion, air pollution, and energy consumption. Fewer students on the region's already clogged freeways could have an impact in all three environmental areas. An early calculation estimated that approximately 1000 freeway miles were saved each time the classes met and 20 students from Orange County did not have to make the 50 mile round trip to the Dominguez Hills campus. GTE was particularly taken with this dimension of the project's potential. because of its involvement with environmental issues. These potential impacts were attractive to the educational institutions because they were facing increasing direction from agencies such as the Southern California Air Quality Management District whose Regulation XV required them to reduce the number of cars making trips to their facilities. If the project proved to be a model that led to expansion of cooperative distance programming by other institutions, then its positive environmental impacts would be magnified.

3. Program Structure and Key Characteristics of Teaching in an Interactive Video Environment

The cooperative "2 plus 2" is a four year degree program coordinated by the two partner institutions. The major is a bachelor's in Interdisciplinary Studies, a broad-based liberal arts and sciences degree stressing the development of oral and written communication, critical thinking, analytical reading, and problem solving skills. Coastline provides the lower division general education breadth courses, or first two years, as a transfer program. CSUDH provides the upper division courses, or second two years, which include a major, a minor, and upper division general education breadth requirements. The degree is granted by the Trustees of the California State University.

Very quickly, the partners found that instructors who were provided with only limited training in the new system were apprehensive about it. The faculty's concerns were acknowledged as valid. Their anxiety about using technology for instruction was found to come from two primary sources. First, many faculty lacked familiarity with technological systems and their applicability to academic disciplines and teaching processes. Second, high-tech products are often geared toward the technologically literate. The typical instructor was vaguely aware that telecommunications technologies could be applied to teaching and learning, but would often be intimidated by the perception that a steep learning curve was required to master a new technology (See for example, Dillon and Walsh, *passim*).

As a consequence of faculty anxieties, much distance video instruction is still of the "talking head" variety in which an instructor sits in front of a camera and delivers a lecture. Experience has shown that it can be much more. Live video instruction can readily employ better production values at a reasonable cost by creatively using the numerous peripheral technologies that are already available, such as telefacsimile machines, telephones, personal computers, media graphics, video roll, and remote site interactivity.

As CSUDH and Coastline project leaders and faculty teaching over the system reviewed their experience, they agreed on the need for faculty

development support specific to live video and other forms of distance teaching. If distance programming was to become more broadly accepted within the institutions, it was reasoned, then there would have to be better institutional understanding of the faculty's legitimate requirements for support, followed by positive response to that improved understanding. Consultation suggested that the institutions' responses to be acceptable to faculty should have the following characteristics:

- provide hands-on experience with technology in order to de-mystify it;

- provide information about successful techniques and strategies that would be of direct application to instructional programs; and

- provide alternative models to reassure faculty of their ability to make technology a tool that supports rather than directs their purposes.

For resources to begin the distance education faculty development process, CSUDH and Coastline applied for and received a start-up grant from the CSU Commission on Extended Education to establish and support the first year's operation of a joint Institute for Distance Education Applications (IDEA). Thus, the initial connection between the partners led to a second connection--the Institute. During the 1993-94 academic year, IDEA accomplished the following of its stated objectives:

- Organization and establishment of an advisory structure;

- Design and administration of a survey of current distance education faculty development research and practices, analysis of the data, and preparation of a written report of the results;

- Development of liaison with telecommunications service and equipment providers;

- Generation and submission of proposals for external funding support; and

- Design, implementation, and evaluation of the first workshop for CSU, community college, and K-12 faculty.

The first IDEA workshop was held on June 1-3, 1994 and was attended by 55 instructors and technology managers from across California and as far away as South Africa. A program of five workshops is planned for the 1994-95 academic year.

4. Results After Two Years of Operation

The "2 plus 2" cooperative video degree program has been evaluated by an external reviewer each term since Fall 1992. The results of the first three terms' evaluations in six areas are summarized below.

A. Quality of Instruction

Nearly two-thirds of the students felt that instructors used the television medium effectively and communicated well with them. The use of television was not seen by students at either site as making the courses either more or less interesting, easy to understand or informative than they would have been if conventionally taught. 60 percent felt that they learned as much as they would have in a conventional classroom; 22 percent thought that perhaps they learned less in that environment; and seventeen percent thought that they learned more. About one-third of the students at both sites felt that they had less opportunity for participation in the interactive course than they would have had in a traditional environment. Two-thirds felt that the interactive environment did not disadvantage them, or that it provided them with more opportunity for participation. Students at the Coastline site reported that they became a close-knit community that helped each other as they proceeded through the program, and became more adaptable and assertive learners.

B. Relevance to Academic Goals

Among students at Dominguez Hills, the prime reason for taking the interactive course was that it was needed for their academic programs. At

Coastline, this was the second most important reason.
The average grades in the interactive courses ranged from C+ to B+. The class average at Coastline was higher by as much as half a grade point. Although the interactive video system would be only one of a number of variables accounting for this difference, it clearly did not detract from student achievement.

C Accessibility

Students at the Coastline site were the most affected by factors such as the convenience of the time of the course, its location, and cost. Over half believed that they saved up to 5 hours per week by not having to commute to the Dominguez Hills campus. 30 percent felt that the Coastline location allowed them to save up to 10 hours per week. Nearly 60 percent at Coastline felt that they saved money over what it would have cost them to commute to Dominguez Hills, with estimates ranging from 50 to 300 dollars.

D Availability of the Faculty

Less than ten percent of the students at both sites felt that instructors were inaccessible because their office hours were inconveniently scheduled or inadequate in length. Students at Coastline felt that they had less opportunity to consult instructors than did students at Dominguez Hills.

E Availability of Support Services

Just under thirty percent of students at Coastline felt that reference materials and library materials could be more conveniently available to them at the distant site. Students at Coastline felt that advising support was less available than did students at Dominguez Hills, although only about 10 percent at both sites felt that course information was not readily available and helpful. Few strong negative feelings about the convenience of the registration or financial aid application processes were expressed at either site.

Students suggested having course texts made available through Coastline's bookstore and improvements in the courier service between the two sites.

F. Impact of Technology

The technology was viewed by students as unquestionably making the courses more convenient for students at the Coastline site. In terms of the system's technical quality and dependability, students reported few problems with the video. However, the audio caused problems more frequently. The handheld microphones used by students at both sites were seen by some as inhibiting discussion and by others as contributing to more considerate behavior and thoughtful comments.

The fourth term evaluation (Spring 1994) focused on the first graduates. The 8 who graduated reflect the "new majority student"--older, working, and with family obligations. They expressed appreciation of the program's convenience to their jobs, residences, and personal circumstances, and noted as positive features the reduced stress and costs of a long commute, the support of the instructors, participation in a program that they viewed as being in the forefront of technology, and the support of their fellow students. On the negative side, they noted isolation from the Dominguez Hills campus resulting in problems that might have been addressed more easily if they were on the campus, problems with the courier services, need for some instructors to master the system better, and occasional audio-visual problems.

Following the Fall 1994 semester, the fifth evaluation report will concentrate on what happens next--what effect this clearly successful program will have on the futures of the partner institutions and their students. While the evaluations to date have been decidedly positive, the most important test will come when the experiment is over.

5. The New Diversity: Connecting the Electronic Learning Environments of the Future.

While CSUDH and Coastline are genuinely pleased with the "2 plus 2" project and remain committed to continuing and expanding their innovative relationship, what happens next is an open question. We recognize that this project is just the beginning of what might become an educational environment transformed beyond what many in the field today could conceive. We speculate sometimes that we are approximately

at the same point that live television was in 1949, and we hope that we will avoid the same mistakes that led to the establishment, dominance, and decline of monolithic TV networks. We are mindful of Derek Bok's observation, in his 1983-84 report to the Harvard Board of Overseers that, "...experience should make us wary of dramatic claims for the impact of a new technology." It is early in the game and there are mistakes to make that have not yet been imagined.

What then might the electronic learning environment of the future look like when viewed from the perspective of today's educational needs and developments? The costs of technology change rapidly, mostly downward; and the benefits are not easy to measure, or even sometimes to explain. Sometimes a less than perfect implementation of a new technology can make it more useful and practical than if it was delayed for a perfect implementation and a lower price. Waiting for the perfect system will take forever (Gilbert and Green, p. 95).

Demographics are perforce redefining access to higher education by adding new dimensions to student diversity. In addition to ethnicity and gender, diversity has come to relate to age, geographic location, work and family obligations. Given the increasing diversity of students and the wide range of experiments with technology in at all levels of education, it is not unreasonable to believe that there will be no single electronic learning environment in the future that meets the needs of all students. The technologies will be as diverse as the students' needs.

One of the major drivers for growth today is the realization of the importance of telecommunications to the economy. There is more of a willingness and ability to pay for telecommunications than had been imagined. Portable personal computers which can access learning resources without regard to time, distance, location or proximity to wire will become commonplace as technology continues to grow smaller and cheaper. The now relatively expensive two-way interactive video technology will become a feature in the home and workplace as well as the classroom. It will simultaneously serve educational, commercial, social, and entertainment functions. Finally, whatever happens will be made possible

in large part by the transformation of public and academic libraries to centers of community information with world-wide access serving homes, schools, business, and other governmental agencies. As these new connections continue to be made and new networks are created and expanded, the forms of education and other social institutions will inevitably be reshaped.

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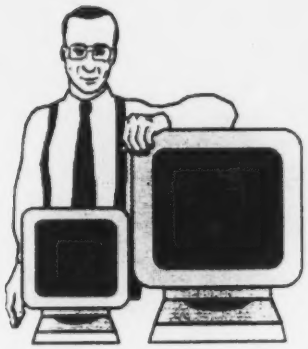

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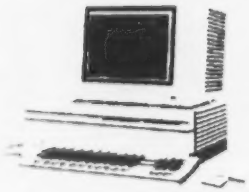

THE INTERSECTION OF THE HUMAN & ELECTRONIC COMMUNITIES

by
Keith Pratt
Rena Palloff

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PLAYING IN THE CYBERSPACE SANDBOX:

THE INTERSECTION OF THE HUMAN AND ELECTRONIC COMMUNITIES

by

Rena Palloff and Keith Pratt

Context

The Fielding Institute is a distance-learning program offering mid-career adults PhD's in Human and Organizational Systems, Human Development, and Psychology. Its over 800 students are located all over the world and are linked electronically through the Fielding Electronic Network (FEN). The curriculum is organized into Knowledge Areas and students are expected to contract with faculty assigned to those areas in order to demonstrate mastery and application of the theory therein. The electronic network is often used to negotiate these contracts, to communicate, and, at times, to conduct seminars. It is also a powerful means to create connection and a sense of community in a diverse and scattered student body. The following is a description of a unique electronic seminar that was developed and conducted on FEN by two Fielding students. Its purpose was to create an interactive learning experience as well as to explore the perameters of the distance learning model.

We wish to acknowledge Don MacIntyre, President of the Fielding Institute, for his support of this endeavor and the ELCOMM.B seminar group for their open, committed participation.

Introduction

As the world struggles with global communication, so we struggle daily with personal communication and interactions. Communication alone is a difficult and complicated process which entails a multitude of systems interacting on different levels. Body language, non-verbal clues,

environmental effects, culture, and dialects are factors that we learn to accommodate over time as we attempt to interact. Societal and scientific advances and discoveries along with technological development have given us a different approach to a yet undefined problem. Complicating the issue of communication is the fact that we live in and search for community. Our basic need to connect on a human level has not only impacted the development of electronic communication but has conversely been impacted by it.

Electronic communication comes in several forms to include e-mail, public electronic forums, bulletin board systems, pay-for-use services, and electronic network chatting within an organizational structure. These forms of communication share several core issues that run throughout the medium and seemingly invade every type of electronic communication. Additionally, they pertain to the face-to-face communication that occurs as we attempt to build community. These issues are:

- Virtual vs human contact
- Connectedness and coalescence
- Shared responsibility, rules, roles, and norms
- Psychological issues
- Spiritual issues
- Participation
- Vulnerability, privacy, and ethics
- Restriction and its implications

We, in an attempt to identify, live, and work with these issues decided to put together an electronic seminar to explore and discuss them. Since Fielding represents an organization that relies both on electronic and face-to-face communication, as well as viewing itself as both a learning institution and a community of scholars, we hoped that our exploration would to some extent help Fielding, its faculty, and students better understand and deal with the issues surrounding these forms of communication. Our grandest hopes would be that we have contributed in some small part to the

betterment of the institute and its struggle with distance education.

This "Sandbox baby" was conceived following our involvement in some painful electronic interaction on HODPROGRAM, a bulletin board on the Fielding Electronic Network. As we discussed our experience, we noted the difficulties involved in building community electronically. We further noted that the human elements involved in electronic communication often seem to be neglected in Fielding's electronic realm, leading to conflict and problems with decisionmaking. We found this ironic in a community that prides itself on openness and acceptance of difference. Consequently, we opted to create a structure wherein a small group of Fielding students could explore topics electronically that would tap into the humanness of grief, conflict, and interconnectedness. The purpose of this paper is to review the experience of the electronic seminar, including findings from the topics explored, and to discuss our mutual learning in both the technological and social psychological realms. Finally, we will discuss the implications of this work for the Fielding community and distance learning.

Prologue

This FEN seminar took place over an 8-week period and proceeded, for the most part, in the fashion we had expected. However, some aspects were unanticipated. What follows is a brief chronological abstract of the major events that occurred and some of our own observations around these events.

After the establishment of some broad, general guidelines, the group entered a phase of "to trust or not to trust." Initial participation, following the posting of brief introductions of the members, was to say the least slow and minimal. Participation greatly increased during the discussion of connectedness and coalescence. This topic included a heated discussion of the definition of community and created an opening for conflict. The working through of this conflict (which was

perceived by some as flaming) was the initial bonding of the group and created a sense of community. This new "mini-community" was lovingly named the Sandbox, the term emerging from the conflict itself. The group moved from this point strongly into a sense of intimacy and trust. Emotions were shared as were personally stressful life situations and incidents. Support and nurturing were overwhelmingly given by all active participants.

Some interesting issues emerged regarding participation. Some of the initial core group of people who agreed to participate in the seminar did not continue while some continued but only in observation mode, occasionally indicating their presence. After several weeks, it became known that other members of the Fielding community, to include the President, were silently observing the progress and development of the interaction. Although we had notified the community at large that this was acceptable, we had asked that people indicate their presence on the board. Only a few people actually did that while the presence of others became known inadvertently. Interestingly, this did not impede the group in any way and in some ways may have encouraged the group to be more open and honest.

Midway through the process, active members began to express concerns about termination or "death" of the seminar. A mourning process began with some people talking about becoming addicted to this novel we were co-creating. The actual closure of the seminar included suggestions by some of ways in which to continue the work we had begun.

In many ways, the development of this Sandbox Community paralleled the development of most small groups or communities. The group moved through an initial phase of testing the waters, rapidly into a conflict phase, then into a phase of intimacy and work, followed by termination. What was fascinating was that even with the brief nature of the experience and minimal to no "human" interaction, all phases of group development appeared and were worked through. The study of this facet of electronic community may warrant further investigation in the future. (McGrath and Hollingshead, 1994, pp.91-92)

Having reviewed the structure and process of the seminar, we now turn to a brief summary of the discussion of each of the 8 topics that were tackled by the participants. The material contained in these sections has been excerpted from actual seminar discussion. This will be followed by conclusions and implications of this work.

Virtual vs Human Contact

The notion of virtual vs human contact in electronic communication sets up an artificial dualism. Seminar participants agreed that since we generate our communication, even if textual, virtual communication *is* human. The removal of context clues in this form of communication can be both beneficial and detrimental. Textual communication is a great equalizer and hopefully prompts us to be more thoughtful about what we say online. The issue of isolation is also a factor when communicating electronically. Although we create connection while online, the risk of isolating ourselves from face-to-face contact in the process exists.

> I "hear" "tones of voice" in messages I read, from either strangers or friends who communicate in this medium. In some case they are remembered tones of voice (those I "know"), in other cases they are imagined tones of voice (those I don't know). (Mary Ann, 4/27/94)

Connectedness and Coalescence

Evidence exists that electronic groups go through the same phases of group development as face-to-face groups. There are some who feel that it may be difficult to impossible to resolve conflict online, thereby moving an electronic group towards intimacy. This was not the case with this seminar. Conflict emerged and was resolved quickly. The ELCOMM.B group formed a "mini-

community" within the Fielding community and thereby forced a discussion of the elements which constitute community. It was concluded that the use of this medium to form community is forcing us to re-examine how we define community.

> I'm not someone who connects easily with "strangers". Small talk is my downfall. I wrote in my article "An Introvert's Guide to Networking" that I need a reason to call my mother. So I find reasons. I suppose in some ways you could say I have a phobia about face to face contact. Until I hae some raon to connect, something to connect about. I may have passed each of you in the Fielding "halls," but without SOMETHING that connected us, probably just said hello. Now we have a common experience to talk about. (Theresa, 5/1/94)

Shared Responsibility, Rules, Roles, and Norms

There were few norms established at the beginning of the seminar. Basically, participants agreed to norms of openness and honesty. Norms around levels of participation emerged as the group progressed. The only established roles were those of the facilitators and it was agreed that the style of facilitation was not restrictive in any way. The facilitators functioned as peers in the discussion, only serving to move the process forward, a style that the participants felt comfortable with and appreciated.

> Communicating interactively needs tools, processes, and roles/responsibilities to synthesize a variety of opinions, to seek out the silent voices, and to keep it all moving. It has been a challenge for Fielding as it seeks to do more on FEN; it is a challenge for business; it will be a challenge for our towns and government. (Claudia, 5/5/94)

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Psychological Issues

Risk-taking for the purpose of connecting appears to be the main psychological issue facing those in community, whether electronic or face-to-face. The group agreed that the psychological benefit of being in community is the elimination of isolation. On a technical level, comfort with the medium and equipment being used contributes to a sense of psychological well-being.

> Fear is what keeps us from experiencing a high level of psychological connection with others - fear that we'll lose ourselves in the process, fear that we'll be rejected, fear that we're fakes ..., fear that we're just not good enough. Connection, through community, friendships, therapy, etc. is the means to achieve psychological well-being. So, I guess what I'm saying is that being accepted and supported for who we are, no matter what that means for us as humans, is the psychological benefit of community. (Rena, 5/11/94)

Spiritual Issues

All ELCOMM.B participants agreed that the electronic medium is a spiritual medium because it promotes connection between people. The creation of online rituals to celebrate or mark life transitions serves to enhance this aspect.

> If...electronic communities are essentially human, then they are also essentially spiritual. One of the key words for me here is "essentially" as I feel that the spirit is the essential energy that drives and connects us all. It's an unseen force that's greater than all of us and works through us. Everything we do as humans, including our interaction with technology, is spiritual. (Rena, 5/17/94)

Participation

More than in face-to-face groups, the "unseen" become an issue in electronic groups. People appear or disappear easily in this medium, and can be silently participating without notice. Although it was asked that others outside of the group who were reading the bulletin board were asked to make their presence known, few did so. This did not seem to inhibit discussion and their presence was acknowledged and ignored.

> One of the things I agree...on is the fact of lack of committment to follow through. Its easier to let something slip here because you can blame any number of things as the cause (bad phone lines, computer screwing up, software crash, sun spots, etc). (Keith, 5/25/94)

> Participation is essential if we are learn of and from each other. It isn't simply a matter of arbitrarily choosing to participate or not - this is a collective, or better collaborative, effort REQUIRING conversation and reflection. (Johnson-Lenz, 1994)
> To be truly collaborative, we must all participate. (Cyd, 6/1/94)

Vulnerability, Privacy, and Ethics

Despite the open nature of bulletin boards, many participants in online discussions experience a false sense of privacy. When this issue is addressed directly, the vulnerability of participation in this medium becomes evident as we are uncertain about how and if our contributions will be used by others. This discussion of ethics led to consideration of sexual issues online, including harrassment, the use of innuendo, violation of boundaries, etc.

Privacy is an interesting topic to me. I am a very private person in person. Yet I

have been conversing with you about my fears and insecurities and life choices. And though I do intend my words for those who have been responding, I am aware that this is a public place where there are silent readers who now may know me a lot more than I know them. (Theresa, 6/1/94)

Restriction and Its Implications

We generally respond to perceived threat in our culture through the use of restriction. When considering online communication and the ethical issues embedded therein, we begin to see a need for self-regulation and governance. We agreed that there is a need for the creation and monitoring of norms rather than restriction of access and use of this medium.

When people feel threatened in any form of community, it seems like the first response is to pass a law or a restriction to "take care of the problem". Laws and restrictions, however, can create major problems themselves. (Rena, 6/7/94)

Conclusions and Implications

The major goal in the creation of this seminar was to establish a safe space on FEN in order to discuss and wrestle with difficult issues that were not otherwise being tackled in the Fielding community. We feel that this goal was met and exceeded through the experience of the ELCOMM.B seminar. Despite indications from the literature that the creation of this type of environment is difficult to impossible to achieve electronically (Sproull and Kiesler, 1991; McGrath and Hollingshead, 1994), our goals were met almost exclusively through electronic communication. As James Redfield discusses in The Celestine Prophecy, we drew strength from our human connection, even if that connection was exclusively online.

The majority of the core group of participants were people with many years of technical experience. Several times during the seminar they stated online that they never had had an electronic experience like this one. Never had they experienced this degree of intimacy and trust on an electronic bulletin board.

We ask ourselves what may have been the contributing factors leading to such a successful outcome: Was it the facilitation? Was it the norms established or the loose guidelines for participation? Was it the level of education of the group? Was it the absence of faculty input during the process? Was it the fact that the seminar was topic driven rather than Knowledge Area driven? We suspect that all of these factors came together to make this the experience that it was.

What was created was a "new paradigm" for a FEN seminar. Other seminars run electronically through Fielding are Knowledge Area driven. In many ways they perpetuate an old model of teaching and learning, wherein students are producing pieces of work that are to be evaluated and commented on by an "expert". There is discussion and feedback, but it relates to the work that has been presented. This forum by contrast was free-flowing and interactive. Students generated the bibliography of readings, set the guidelines, and created the structure, venturing into areas previously unexplored on FEN. This was truly an empowering mutual learning experience.

The implications of all of this are that as a community of scholars we need to be able to create an atmosphere of safety in all of our learning settings, whether electronic or face-to-face. Students need to be able to speak and debate their ideas without fear of retribution from any source. Faculty need to act as "playground monitors" or gentle guides while students "play in the sandbox", developing the norms and rules as we go. We are the experts when it comes to our own learning.

Fielding, as a community which combines electronic and face-to-face contact, needs to take another look at the means by which FEN is used. Currently the medium is underutilized. Mandating its use does not achieve the goal intended and is a beginning to an end. Instead we need to pay attention to the ways in which we orient new students to FEN as it is a powerful means to bring them

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into the community.

Finally, many current models of distance learning maintain a traditional student\teacher relationship in interaction with a set curriculum. Fielding has begun to move away from that model through its use of its electronic medium. The experience of ELCOMM.B shows us how much further we are capable of travelling into the unknowns of cyberspace to explore new worlds of electronic learning.

> "To know someone here or there with whom you can feel there is understanding, in spite of distances or thoughts expressed, can make of this earth a garden." Goethe

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THE USE OF VIDEOTAPES TO ENHANCE INTELLECTUAL LIFE IN A NON-TRADITIONAL ADULT DEGREE PROGRAM

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We think we have made some useful innovations in the use of videotape and video broadcasts for adult students. We want to describe the ways that we have recently used video technology to enhance our teaching of students at a distance in a non-traditional baccalaureate program.

First, however, we want to describe briefly our college and its program. For 32 years the University of Oklahoma has offered the Bachelor of Liberal Studies (BLS) degree for non-traditional adult students who cannot attend a campus-based program or prefer the liberal arts approach. Students of 25 years of age and above can enter the Lower-Division (two years of credit) part of the program if they have little or no college credit. For students with an Associate's degree or at least 60 hours of credit, the Upper-Division part of the program is the starting point for the last two years of college work.

The BLS format is unique among adult distance degree programs. Students come to a five-day introductory seminar on campus, get some lessons in academic survival skills, and spend time analyzing a broad topic from the perspectives of the humanities, social sciences, and

natural sciences. Students decide which of these three areas of intellectual inquiry they wish to begin with, meet with a faculty adviser in that area, and receive a study guide and a list of books and materials to purchase. The students then return home to study and complete writing and testing assignments on their own; their campus faculty adviser is available for guidance and evaluation. Depending on whether students are in the four-year or two-year program, they will attend three or one intensive ten-day, on-campus seminar in the areas of natural sciences, social sciences, or humanities. When finished with one area of study, they receive new materials and assignments and a new faculty adviser and continue to work on their own. Each student concludes with the Inter-Area, a curriculum designed to help them learn the methods of interdisciplinary inquiry and one that leads to the writing of an interdisciplinary senior thesis. They also attend an Inter-Area seminar on campus. All seminars are team-taught by two or three professors from different departments.

Most traditional college degree programs are course-based, in which students study discrete blocks of material, usually in regular contact with other students and a professor. By contrast, our students can be on campus as little as 25 days and as much as 45 days in completing degrees. Most of their time is spent working alone at their own pace. This is both the best and worst feature of the program. Disciplined, confident, and highly-motivated students can complete this program in much less time than a course-based program. However, students who have less confidence in their academic abilities or who lead busy lives and cannot focus on their studies have difficulty. These students need the weekly discipline of assignments or stimulation of regular contact to succeed. Many of our

stop-outs are typically students who never got started after the introductory seminar.

In order to increase the success and rate of progress for students, we have tried a variety of tactics to increase student-adviser, student-student, and College-student contact. But since personal contact is not always possible for our students, we looked for other means to help motivate them.

We have decided there are three areas in which we can help students to focus on our curriculum. First, many returning adult students need help with academic reading and writing skills; in truth, these are the main means of learning and evaluation in the program. Second, we have also noted that an advantage of residential students is the opportunity to attend special lectures and meet guest speakers and visiting professors. Our students miss those opportunities, except for the time on campus, and we wanted to supplement them. Third, students have contact with professors in seminars and at the initial advising session, but they could respond better to the curriculum if they could see and hear the faculty discussing relevant issues in the curriculum. If students understand where they are going in these areas, they tend to succeed.

We thought about using various other modes of communication. Directing satellite programs to groups of students was not a good idea as our curriculum is not course based; students often would not be working on a particular lesson when other students are, and students are scattered geographically. The time is not quite right for using long-distance computer instruction, owing to computer incompatibility problems. Also, the software and materials we could use are still rapidly developing and comparatively expensive. We already had copious written materials for

students and simply wanted to supplement them. All students have access to videotape players and can review the inexpensive tapes as often as they wish.

We decided to develop videotapes that would give students a window to the campus and intellectual life that could be missing at home. We are in the process of developing three series of videotapes for our students. One series involves academic skills. The second includes groups of faculty in discussion about major areas of inquiry related directly to our curricula. The final series is called "Professors at Large," and in it professors are interviewed about timely and controversial topics that bear upon the students' areas of study.

Academic Skills: The faculty of the College of Liberal Studies at the University of Oklahoma College, like those at all other universities, continually regret the poor writing ability of beginning students. True, many of our students are professionals and are accomplished writers in their jobs. However, others have had little opportunity to develop their skills. We wanted to find a way to help accomplished writers polish their skills as well as lead the beginning writers down the road to good writing. Consequently, we developed a tape on writing. In this tape an English professor discusses a variety of approaches to this subject.

Also, many faculty forget that another, more basic, skill is necessary for success in college and in developing writing skill: reading. And while our students are literate, many do not really know how to read academic material effectively and with sophistication. So we also developed a tape in which a faculty member talks about the process of reading. The tapes are supplemented by an "Academic Tool Kit" in which we provide lists and descriptions of such aides as writing guides and the

reference to the classic How to Read a Book by Mortimer Adler. We will show short segments of each tape, discuss the problems of producing them, and report on student reaction. A future tape is planned on quantitative reasoning and the interpreting of quantitative data.

Curriculum: There are seven independent-study curriculum blocks in the program, including lower division natural sciences, social sciences, and humanities, upper-division blocks in the same areas, and an inter-area set of material. We decided that students beginning college study in the lower-division areas were most in need of guidance. So far we have prepared two tapes in which we interview professors who wrote the curricula in the humanities and social sciences units, the areas most students begin with. We are planning a natural-sciences tape which will be a very important one, given the fear of science and mathematics in many adult students. We will show short segments of the humanities and social sciences tapes, along with discussion of student reactions.

Intellectual Life: The Honors Program at OU, in which many of our CLS professors teach, includes a course called "The Life of the Mind" in which students attend and write reports on a variety of campus cultural and intellectual events. Our students at a distance do not have these advantages of campus life. Our goal is to take some of the richness of the faculty and campus life to them. Dr. R.C. Davis of our English Department has developed a video series entitled "Professors at Large." On this show he hosts interesting and articulate faculty who discuss some current topic that relates to their area of expertise. He works in advance with each professor and they often choose a book that can be mentioned and highlighted in the discussion. In our campus production studio, the half-hour interviews are taped two on a cassette. Some recent topics are

"Political Correctness," "Ethics in Sport," "Religion and Government," "Religion in America," and "Ecology and Ethics."

The "Professors at Large" tapes have had a variety of intended and some unexpected benefits. Initially they were produced to allow our students to become acquainted with faculty and experience some of the intellectual excitement found on the campus. The quality of the interviews and the questions they raise have led some faculty to use them in on-campus seminars, and the tapes can also be incorporated into some parts of the home-study curriculum. Faculty who teach courses for traditional courses also use the tapes. We have also sent copies of the tapes to cable television systems in the state with public access channels, and this "show" is now airing on several channels. In addition, the Oklahoma Department of Libraries is distributing copies of the interviews to public libraries throughout the state. The latter two uses are more a service function, providing exposure of the University and its faculty to the taxpayers of the state.

We intend to complete the initial series of interviews this year. The initial tapes were somewhat rough. Later ones are more polished, and we plan to redo some earlier ones, based on feedback from students and faculty. We are also coordinating our TV interviews with other programs on campus. The Oklahoma Scholar-Leader Enrichment Program (OSLEP) brings 5-6 nationally and internationally noted scholars to campus each year for intensive seminars with selected students from all universities in the state. We are negotiating to interview each of them for the "Professors at Large" series. The College regularly solicits feedback from students and alumni, and as part of our University Program Review we

will ask for information on the use, utility, and quality of the videotape program.

Discussion: The cost of producing such tapes is reasonable. The University of Oklahoma's College of Continuing Education is well-equipped with studio and editing equipment and has been most helpful in producing the interviews. The faculty interviewer is paid on an overload basis by the College of Liberal Studies. Faculty are happy to go on the show and discuss their work. The show does not require a great deal of preparation on their part, and spontaneous reactions and discussion come across better than rehearsed responses anyway.

Such video materials can be used for a variety of purposes to enhance reading materials for adult students. In the future, skills of various types, demonstrated in the interaction between professor and students, can be taught. We have prepared a tape with demonstrations of chemical experiments that cannot be done at home; students view an experiment and answer questions about what they have seen. This could be done with other science observations that require equipment or situations not easy to provide at home. Many textbooks provide a CD-ROM with material that can be transferred to tape along with views of a professor asking questions or discussing the material.

In OU's College of Liberal Studies, we are using video to bring students closer to the activity of intellectual life. Our aim is to excite and challenge them and to create the environment for learning that will make their intellectual growth inevitable. With adult students such as ours, we believe the technology and methods we are using will be important in higher-education instruction for some time.

SLEUTHING SAN FRANCISCO CONNECTIONS
Detective Fiction, Popular Culture, and the Academy

by

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Capital University

This paper introduces a learning experience that has been integrated into this year's conference. There are two objectives. First, to connect you with San Francisco via its slew of murder mysteries. Seldom have a city and story been so perfectly matched as in Dashiell Hammett's The Maltese Falcon. Consequently, we will focus much of our attention here. The second objective is to investigate ways in which detective fiction may be used in the classroom, in particular, ways in which methods of detection shadow methods of academic inquiry. So, now, as the Fat Man in Hammett's story says, "... here's to plain speaking and clear understanding."

London? Sir Arthur Conan Doyle's Sherlock Holmes. New York? Mickey Spillane's Mike Hammar. L.A.? Raymond Chandler's Philip Marlowe. San Francisco? Dashiell Hammett's Sam Spade. And, Marcia Muller's Sharon McCone, Julie Smith's Rebecca Schwartz, Jack Spicer's J.J. Ralston, Shelly Singer's Barrett Lake, Stephen Greenleaf's John Marshall Tanner, Joan Drury's Tyler Jones, and Sister Carol Anne O'Marie's Sister Mary Helen... to mention some of San Francisco's fictional detectives.[1] And, then, there is Josiah Thompson, not a fictional but real San Francisco detective, a philosophy professor who left his tenured position at an Eastern college to become a private eye in the Hammett tradition.[2]

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[1]While I have found lists of detectives for other cities, I have not as yet found a list, partial or comprehensive, for San Francisco.

[2]Josiah Thompson has published a book of his experiences that is more than just another story of crime and corruption in the streets of San Francisco. Gumshoe: Reflections in a Private Eye (Boston: Little, Brown and Company, 1988) integrates the life experiences of a postmodern private eye with the insights of a philosopher.

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To visit this city and not experience a classic San Francisco whodunit would be unfortunate. A classic San Francisco whodunit is a wonderful way to get a feel for this city. While Marcia Muller in Edwin of the Iron Shoes will take you to Salem Street's charming mix of antique and curio shops, Sister Carol Anne O'Marie in Advent of Dying will take you to the Sea Wench Bar at Ghirardelli Square to hear San Francisco blues. Before you go to a restaurant, it may be wise to allow Julie Smith in The Sourdough Wars to alert you to the seriousness with which the city takes its sourdough recipes.[3] And, if you would like a historical perspective on the city, Jack Spicer's The Tower of Babel provides finely detailed sketches of San Francisco's poetry world and gay life in the fifties.[4]

Because San Francisco whodunit's provide such a fine introduction to the city, we have prepared the following three events for your enjoyment. On Saturday evening, you will be our guest to a reader's theatre production of "When Two Lies Make a Right," an adaptation of Dashiell Hammett's The Maltese Falcon for the stage by playwright, John Huston look-alike, Gary Smith. "When Two Lies Make a Right" co-stars Woody Hannum "Bogart" as Sam Spade and Cindy Scarlett as Brigid O'Shaughnessy with, slightly off-stage and in the shadows, Robert Roxby as Wilmer Cook, a young thug who

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[3]I have decided not to mention Smith's most recent work, Tourist Trap. Because it is about a man who is out to destroy San Francisco's tourist business by killing visitors, I thought that it might be somewhat disconcerting.

[4]This is my favorite. Unusual and delightfully strange. Postmodern. Described in the afterword by Lew Ellingham and Kevin Killian as a parable of spiritual exhaustion, a poetry textbook, and a political allegory. And, I must not forget to add, Jack never finished it. Here is a murder without a solution. Lew and Kevin invite readers to submit their theories on whodunit.

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shadows Sam and Brigid, much to their annoyance.

On Friday afternoon you are invited to join us for a walk with Don Herron and his nationally acclaimed "Dashiell Hammett Tour." Don will show us Hammett's San Francisco, a glamorous city of danger and intrigue, where the fiction of The Maltese Falcon has been woven into the history of this city. A short excerpt from an article on the tour in the Wall Street Journal may provide something of what we might expect.[5]

> The tour started near City Hall. Herron likes to talk and he talked plenty. A traffic light said walk. Herron walked. The group moved like a drunken cat through the streets and back alleys of the Tenderloin. It passed Southeast Asian diners, tawdry hotels, bars without windows, and places where a twenty will buy you more than the weekend's groceries. Herron moved fast. The group wheezed up Nob Hill, then down, into Burritt where Miles Archer bought it. It wasn't a pretty place....

There is one last event; an interactive presentation of films, readings, and conversation. It will actually be the first of the three, offered on Thursday evening with cocktails and hors d'oeuvres. It is intended to extend the connection thus far made between San Francisco and ourselves to include the academy where we work.

A handful of academics have been looking at this genre from the perspectives of their particular disciplines and producing a small but valuable body of research on detective fiction and literary theories, the relation between murder mysteries and the theological notion of mysterium, histories of this genre, as well as, studies of a more

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[5]City Lights has published Don Herron's guidebook, The Dashiell Hammett Tour, as well as, his The Literary World of San Francisco and its Environs. Both are very well done.

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general nature.[6] Our interest, however, will be limited to a modest investigation of ways in which this popular genre may contribute to the process of learning in the academy.

A good whodunit provides the instructor a way of introducing students to subjects that may at first appear boring to them. A carefully crafted mystery creates interest by inviting students to explore academic matters in a playful manner, discovering for themselves, among other things, the medieval world of Umberto Eco's The Name of the Rose, the historiography of Josephine Tey's The Daughter of Time, the theology of G.K. Chesterton's Father Brown, or the feminist perspective of Joan Drury's The Other Side of Silence.[7]

Furthermore, this particular genre also provides students an opportunity to discover ways in which the academy and popular culture, the two worlds in which the students live, connect, with the result that their entertainment becomes a playground for critical thinking, learning becomes integrated with living, and the students become lifelong learners. How this happens, I'm not sure. I can simply say that I have seen it happen more than once. Not long after their first whodunit, I observe students thinking in the

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[6]This genre has been the focus of academic inquiry for sometime now. See, for example: The Poetics of Murder: Detective Fiction and Literary Theory, edited by Glen W. Most and William W. Stone (New York: Harcourt-Brace-Jovanovich, 1983), and David Lehman's The Perfect Murder: A Study in Detection (New York: The Free Press, 1989), William David Spencer's Mysterium and Mystery: The Clerical Crime Novel (Ann Arbor, Michigan: UMI Research Press, 1989), and Robert Paul's Whatever Happened to Sherlock Holmes: Detective Fiction, Popular Theology, and Society (Carbondale: Southern Illinois University Press, 1991.

[7]The Fine Art of Murder, edited by Ed Gorman, Martin H. Greenberg, and Larry Segriff with Jon L. Breem (New York: Carroll & Graf, 1993) categorizes this genre in ways which you may find helpful when looking for an author that fits your specific interests.

manner of whatever detective they have been reading. This observation will be the focus of Thursday evening's event.

Whether detective fiction is used to introduce students to academic subjects or to provide students an opportunity to make connections between the academy and popular culture, something important has been brought into the learning process via the whodunit - play. Play is an essential element for learning that is unfortunately dropped from our curriculum after kindergarten. Without a playful approach to learning, students frequently invest their work with such overwhelming importance that all creativity is inhibited. When play is restored to its proper place in the learning process, the student is empowered to think in innovative ways which connect learning with living.[8]

Hopefully, the three events described above will provide us an opportunity for some playful learning and in the process discover some things of interest about San Francisco, detective fiction, and ourselves.

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[8]Both Anthony Storr in Solitude: A Return to the Self (New York: The Free Press, 1988) and Witold Rybczynski in Waiting for the Weekend (New York: Penguin Books, 1991) provide interesting discussions on the importance of play for learning.

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Differences in Process and Content Emphasis in Individualized Education

Xenia Coulter, Lee Herman, Thomas Hodgson, Sylvain Nagler & Irene Rivera de Royston

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Tom Hodgson:

As faculty members at SUNY/Empire State College we are committed to the practice of individualized or student- centered education. That is, we concentrate not so much on transmitting to our students learning we believe they need, but on collaborating with them in discovering learning which they believe will help them fulfill their purposes and add meaning to their lives. We seek to foster such learning not only in studies students do at ESC but also in helping them identify and present for assessment learning which they have acquired through life experience prior to their enrollment. This assessment of prior learning or credit-by-evaluation can then be included in their individual college curriculum.

But how do we engage in education which is reliably student-centered? What methods make this work genuinely individualized? We have been doing research, funded by the National Center for Adult Learning, to address this question. Specifically, we are trying to understand how we help students identify prior learning for assessment. We are especially interested in the early stages of this activity, when are trying to form individualized relationships with our students.

For the past year and a half, we have been videotaping our initial prior learning assessment interviews with students. These interviews typically occur fairly early on in our students' enrollment at ESC, and thus understanding them can give us some insight into student-centered relationships in general. Our faculty group meets regularly to view and discuss each other's tapes and to form and examine hypotheses about the approaches we see.

Our initial hypothesis included distinguishing between what we called the "process" and the "content" approaches (which we also respectively labeled "discovery" and "matching"). By process we meant engaging our students in Socratic dialogue through which they would identify, explicate and name what they believe their learning to be, whether or not it happened to correspond by label or content to course titles or syllabi in normal, pre-established college curricula. By "content" we meant helping our students identify and present learning that matched courses in just such curricula. The former focuses on knowledge-construction or meaning-making, the latter on attachment to well- recognized organizations of academic knowledge. Our

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initial claim was that the "process" or "discovery" emphasis was the more genuinely and reliably student-centered or individualized approach. We believed that because it was more open-ended or less restricted than pre-established capsules of knowledge, it would foster greater student autonomy and creativity, while at the same time, because of the rigor and persistence of Socratic inquiry, it would represent sound college-level learning.

However, as reviewing and discussing our videotapes revealed, matters were more complicated than we initially believed. We will now summarize the story of our own learning. Irene Rivera de Royston will illustrate the application of the "process" emphasis and its power to help students enrich their college-level learning. Sylvain Nagler will then show that this emphasis does not necessarily guarantee that learning will be student-centered. Xenia Coulter will explain some of the conceptual difficulties in sustaining the content-process distinction. And Lee Herman will connect those complexities to questions about the meaning of student-centered or individualized education.

Irene Rivera de Royston:

Achieving a conscious connection between experience and knowledge can be an impressive transformative moment in a student's history by serving as a vehicle for validating a personal sense of worth and competence. In clinical social work, I would refer to such an event as "a therapeutic moment"; in adult education, I see it as a vehicle for personal empowerment. Hopefully, this assessment will become more evident in the two case studies I shall be presenting.

Felicia and Basilio are students in their mid thirties. Both are married, have children, suffer from limited financial resources and face doubts about their ability to handle the academic demands of the program and openly skeptical about petitioning for "credit for life long learning." Felicia is an African American woman who dropped out of school at the age of 13 to care for her sick mother and parent her siblings. Currently Felicia is the mother of two teenagers, the stepmother of four other young adults and the wife of a 52 year old Vietnam Era veteran who has uncontrolled diabetes and high blood pressure. Basilio is 37, a Latino male with an Associates in Applied Science degree. He has an 18 year old son and a 13 year old daughter. For the past ten years he has worked at a state youth detention center. With this demographic background in mind, let me proceed to highlight some of the dialogue that occurred between us to illustrate the point I made opening my presentation.

During an initial conversation regarding credits for prior learning I asked Felicia about her thoughts regarding college level learning. The conversation went like this:

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Irene: So have you been thinking about credit by evaluation? (Felicia hesitates, then shyly replies...)

Felicia: ***A little.***

Irene: *What kind of thoughts have come to your mind about it?*

Felicia: *I was thinking about some of the things that I have done in the work field. I was really wondering whether they would be worthy of anything.* (Again, Felicia is hesitant and her demeanor is withdrawn.)

Irene: *What comes to your mind in terms of credit by evaluation?* (There is a pause and Felicia is noticeably uncomfortable with this probing, so I go on ...)

Irene: *Before we do that, tell me. Have you thought about what constitutes college level learning?*

This diversion away from what Felicia may interpret as my pushing her to justify her learning, allows her to leave the more troubling question of what she knows and explore instead the more distant and comfortable question of what is college level learning. It is an inquiry in which she can more securely allow her voice to be heard.

Felicia: *When I think about college level learning I think that maybe I am not...*(Pause. Felicia pulls her chair back and motions her hands as if to say "I give up.")

Irene: *Go on, just go on.*

Felicia: *When I think about college level learning, I think about real intelligence and whether I can meet those expectations, of being that type of person, whether I can stand up to it, whether I can challenge myself enough.*

Irene: *Yeah O.K. So your definition of college level learning is associated with a ...*

Felicia: *An attitude?*

Irene: *An attitude - yeah. Do you consider college level learning to be...*

Felicia: *Learning... It's a kind of development. Like taking a lot of steps to understand things better. I am not confident in myself but the more I learn and develop, my attitude changes. I'm taking those steps.*

Our analysis of this tape segment led us to a lengthy discussion of how my questions were intended to shift the direction of our exchange away from identifying specific areas of college knowledge she could match with her own experiential learning to beginning the process of first defining for herself the nature of college learning in a way that is less intimidating and meaningful way to her. The strategy proved successful, for a short while later in this discussion

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she, in fact, experienced the "aha" that is so frequently associated with the process of linking experience to conceptual understanding. The process of Felicia reflecting on what college level learning meant to her became, in itself, college level learning

A somewhat similar process and outcome was evident in my discussion with Basilio. His experience as a community college student had conditioned him to think of college level learning as analogous to a course syllabus. It is only after he felt able to shift his understanding of how college level learning might be identified that he is able to comfortably refer to his 10 years of work experience as possible sources of experiential credit. That is, he made the shift from a narrowly conceived matching process to an exploratory discovery one.

In his previous experience at the community college he sat in classrooms, took exams, followed a set curriculum accumulated the necessary credits and earned an Associates degree. In exploring potential credit by evaluation requests, he focuses on describing his daily functions and responsibilities, reciting the equivalent of the course syllabus with which he is most familiar. He is taken back when I ask him: "Basilio, what do you think you learned?" His posture shifted dramatically as he noticeably withdrew into himself as if searching for something he did not assume existed. The challenge to translate his work activities into conceptual entities proved not terribly difficult for him once he recognized this new way of describing what he knew. He went on to state that an important intellectual goal for him was expand his conceptual understanding of what he does routinely on the job so as to become better at it.

In both of these cases, the discovery process was central to my practice. It allowed the students to understand the link between experience and knowledge and with it the rationale for defining the scope of their experiential learning.

Sylvain Nagler:

How often it happens that just when you feel convinced that you have come up with a successful resolution to a challenging educational problem, more data surface, more refined conclusions emerge and you find yourself returning to the drawing board to seek out a new course of action. This scenario accurately reflects a good deal of my career as a mentor at Empire State College. For the past twenty odd years I have struggled to fashion a pedagogical approach that, at once, positions students at the center of their educational experience while having their performance satisfy a set of recognizable and defensible academic standards. After considerable experimentation, I gradually settled on a process approach that uses the Socratic method to encourage students to articulate what they are learning with greater clarity. My expectation is that they will refine their definitions, search for additional sources of evidence, hone their

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arguments and assess the meaningfulness of the conclusions they derive in terms of their personal histories and life circumstances and those of others with which they are familiar. For example, I am likely to challenge them with questions like: "What do you mean by ____?" "Say more about ___." "Is there another way you can explain ___?" At times this teaching application becomes a tedious and frustrating exercise for them as they grope to identify new ways to explain what they previously believed was rather obvious. But often enough students report that the rewards made the struggle worthwhile and so I, too, feel successful.

I remain persuaded that using this approach permits students to be in command of their own learning, the *sine qua non* of student-centered, individualized education. At the same time, it helps immunize me against my inclination to use my teaching position as a convenient soap box to promote particular political and social beliefs. My trust in this approach was initially secured by the faith that the merits of the ideological positions I espoused would become self-evident to the students as their critical thinking skills improved. No intimidating harangues would be necessary. So, I embraced the Socratic questioning methodology generally convinced that the questions I posed were neutral in character and not designed to elicit a preferred answer. The objectives were to help advance skills not entrench contents. To ensure that there would be no confusion about these goals, I would routinely inform the students that the contents of their answers were of minor consequence to me. I was much more concerned with the process--the reasoning that brought them to their conclusions.

I found that getting students to overcome the initial anxiety precipitated by these academic expectations frequently requires considerable encouragement. Their self-doubts about taking such intellectual risks need to be replaced by a greater measure of confidence that there is a successful outcome waiting for them. To help them along, I find an opportune moment to share with them my conviction that it is unlikely that they recognize all that they already know; and that the questioning process I engage them in is intended help them surface that submerged knowledge. My strategy is to frame neutral questions that will animate the learning process for the students and hopefully eventually lead them to becoming life-long independent learners who feel comfortable thinking for themselves.

Many of these assumptions ought logically to be applicable as well to helping students identify their prior college-level learning. Thus, when we embarked on this research project I fully expected to observe myself in the videotapes practicing this questioning, process oriented approach. Much to my chagrin the data proved more ambiguous. What the tapes revealed was that my questions were not as undirected and neutral as I had assumed they would be. Rather, my colleagues helped me understand that some were worded in such a way as to point students in

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a direction that I was convinced would uncover evidence of their prior learning. The outcome in these instances was that the discovery that surfaced was as much mine as it was the students'.

These findings recalled for me an evaluation session I had some time ago with a group of students who had just concluded a study I directed. In the course of the discussion one of them volunteered that occasionally she felt annoyed by my style of asking questions. They were manipulative she believed in that they only seemed on the surface to be an open ended. In fact, she interpreted them to be rhetorical; less designed to stimulate original thought in the students and more intended to see if they could identify my preferred, preconceived answer. What students were discovering was what their professor wanted them to. Success on these occasions got to be measured not so much by the quality of the students' analysis but by how closely their conclusions matched my own. I felt somewhat vindicated when I was reassured by her and the others that this biased practice was not really representative of my general teaching but an aspect of it that deserved my attention. Of course, they are right in that.

It is only somewhat comforting now for me to have my research colleagues acknowledge that their experiences have also raised questions about the process-content and the discovery-matching distinctions and the challenge of keeping them separate. Although I remain a strong advocate of the process approach to teaching and learning and the outcomes it can facilitate, I certainly have been humbled by the recognition that it is no simple matter to practically implement the theory with consistent reliability.

The feedback from students and colleagues and my own self-assessment has highlighted for me the delicate and diffused character of the boundary line between these different models of working with students. This is an insight which calls for a renewed look at the ease with which we may stealthily disguise our practice by assuming that what we assume to be discovery may be really matching and what we say is process may be really content. Xenia Coulter will pursue this point in greater detail in the presentation that follows.

Xenia Coulter:

Sylvain Nagler has described how the distinction between content and process, while seemingly a clear one in principle, becomes very difficult to disentangle in practice. The same problem emerged for all of us when we looked carefully at the content/process distinction we had noted within our area of research, prior learning assessment. What we found was that even in theory, the two approaches when closely examined, despite our efforts to keep them distinct, could not be prevented from merging together.

The "process" approach, when applied to the identification of prior college-level learning, we dubbed the "discovery" method. What we meant by this was that to identify prior learning, it was necessary to mine the student's world of experience in order to uncover or discover what the student had actually learned. This approach we believed was based upon three major assumptions:

1) The student may not know what she has learned. Perhaps she doesn't understand the nature of "college-level" learning; perhaps she doesn't appreciate the learning that came with the experience; or perhaps she doesn't see how it can be conceptualized or described.

2) The mentor plays a key role in helping the student in the discovery process and must therefore be an especially attentive and active listener. We saw a particularly striking example of this in a session of Fredi and her mentor. The thrust of the discussion in this taped segment was not initially directed toward the question of prior learning. Almost entirely out of the blue, and in a very tentative way, Fredi brings up a recent experience that has great potential for academic credit, while her mentor is busy focusing her attention on something else. The student spoke so softly that those watching the tape did not immediately appreciate the significance of what she said until we saw the mentor stop in her tracks to pursue this unexpected information.

3) The discovery process itself provides an opportunity for learning by the student.

The "content" approach, on the other hand, as it is applied to prior learning assessment, we called the "matching" method. In this method, the student's experiential knowledge is simply matched against a previously established list -- exam titles, perhaps, or entries in a college catalogue. For this method, we concluded the underlying assumptions to be:

1) The student is aware of and can recognize her own knowledge.

2) The mentor has a much less pivotal role in the matching process.

3) The learning has already occurred and matching is seen primarily as a test of that knowledge.

Initially, we saw these two methods or models as rather tidy ways of imposing order upon the various possibilities. We even found ways to draw analogies between them and Piaget's distinction between accommodation and assimilation (in addition, of course, to the by now familiar dichotomy between a student-centered process and an emphasis upon content). Yet, when we watched a videotape that seemed to illustrate discovery in its purest form -- one of us questioning a student very carefully about what he had learned in developing a new procedure

for the post office -- we saw hidden beneath her questions clear evidence of a preconceived agenda. The mentor had, she readily admitted, a pretty clear idea of what he knew (something she called "project development") and her questions were quite obviously intended to get the student to reveal that knowledge. Doesn't that mean you have your own private list? some of us asked. And if so, isn't this simply another form of matching, only with a list that is private and unique to you rather than one developed by the institution? The more we tussled with this question, the less we could be certain that the discovery method was or could ever be the pure inquiry process we initially claimed. Just as Sylvain (see the piece above) found the pure process approach in his dealings with students to be "contaminated" by his own agenda, so too was our discovery approach in prior-learning assessment.

How can we resolve this blurring of lines between two seemingly different approaches? One way is to decide there is really only one approach, that the two models we identified are simply different manifestations of one basic method, matching. In one case the list to be matched is publicly developed, finite, and relatively unchanging, whereas in the other case the list is private, infinite, and highly malleable. By concentrating upon differences between lists, this particular resolution of the problem leads to interesting speculations about the ease with which students locate matches and the number of credits they may eventually request.

When Malcolm Knowles was questioned about the distinction between content and process, he said in effect that the two approaches really differed only in terms of process since content was part of both (see Knowles, *Self-Directed Learning*, pages 37 & 38). We could draw an parallel analogy from that position to resolve our dilemma with the two models and claim that they are really only different manifestations of one basic method, but in this case, following Knowles, of discovery. In both cases, students "discover" their knowledge, but by different processes. In so-called matching, the knowledge is discovered by being "transmitted" (Knowles' term) through some kind of recognition process. In the so-called discovery model, the knowledge is "acquired" (again, Knowles' term) probably through self- analysis.

Yet another way to integrate the two approaches would be to see them as intimately connected -- with both occurring, but sequentially: first discovery (recognition of what one knows) followed next by matching (identifying it on someone's "list"). Different manifestations might revolve around differences in the amount of time spent in each phase. When most of the time is spent on the discovery phase, it might overshadow the matching step to the point of rendering it almost invisible. On the other hand, if discovery occurred long in the past (perhaps at the point of the original learning), then the process would appear to consist only of matching. This two-step conception could lead one to speculate about the relationship between the different

life histories of students (or the different ways in which mentors might react to those histories) and the phase they are likely to prefer or emphasize.

Notice that no matter how we manage to bring the two processes together, assuming that some kind of merger is appropriate, the analytic process helps clarify what exactly we do and suggests directions for further research. Content/process distinctions can be seen in many other settings, and they no doubt have the same potential for becoming blurred and for stimulating further analyses. Take, for example, our own presentation here today. A "pure" process approach would seem to demand that we involve you the audience to a far greater extent that we did. Despite our strong support of "process" with our students, why did we so easily fall back into primarily delivering "content" to you? We have some ideas about this question, and at the end, we'd be delighted to hear your own interpretations and to share ours as well. In the meantime, let's consider yet another issue related to our presentation today -- the absence of videotapes.

Lee Herman:

We have told you that videotapes enabled us to acquire data for our research and stimulated our joint reflections about our teaching practices. We had originally planned to show you today selections from those tapes, hoping thereby that you could join the conversations we have among ourselves. That would have allowed you to collaborate with us as we do with each other and our students. But we've learned that true collaboration, at all these levels, is more difficult than at first it seems.

We're not showing tapes because the snippets we could show, we realized, would not really enable you to enter the contexts, the "connections" which they represent or join our conversations about them. We have shown our tapes at other conferences, including an earlier ACE/Alliance meeting. Viewers are always excited that they are actually seeing someone else's teaching practice, and they also praise us for being willing to reveal ourselves. But through no fault of their own, their reactions are mostly superficial, primarily because they can not really engage the content or processes we are trying to show. It as though they were tourists who sampled a museum: thrilled to have been there, great stuff, but can't remember much in particular about any one of the pictures inside.

This is not a criticism. Rather, we realized that in showing you brief selections of otherwise unedited tape, you wouldn't have the time to enter and join the contexts they represent. Had we the skill and liberty of artists to create material or had you the time to watch a lengthy documentary, we might have given you a convincing facsimile of our experience. Even so, we might not intelligibly offer you enough content or process to become collaborators. This is why

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we have asked you instead to recollect and reflect on your own experiences while we have been talking about ours.

We dwell on this simple point because it contains what we've learned from our own research. We have been trying to understand how to identify and validate learning which students acquire and consider meaningful within their own experiences. In our hypotheses about content and process, matching and discovery, we have sought a generalizable method by which we might enter another person's context, and bring into it an academic judgment which respects its integrity, its meaning for the student, and also is consistent with our own understanding. Just as we have found that it is complicated and delicate to establish this kind of connection with another person, we have also found that our own understanding of how we do so, our theories, need to be more subtle than we had thought.

Sometimes, when we thought we were taking one approach with a student, we realized, as Xenia explained, that we were involving or passing over into the other. Sometimes, as Sylvain illustrated, when we favored one approach because we thought it to be more empowering and liberating for the student, we realized we had been constraining them with a latent agenda of our own. Our hypotheses have been suggestive, have given us some guidance, but they do not fully account for the time required to immerse oneself intellectually in another's world and the readiness to collaborate there in identifying and constructing learning. When Irene, for example, asks Felicia, who has barely been to college, what college level learning means, she has already spent much time establishing a relationship with Felicia and is prepared to linger with her, to collaborate with her in gradually constructing an answer satisfactory to both of them. When Xenia suddenly notices in Fredi's inadvertent comment a very likely potential for college level learning, she had to be, so to say, latently ready to notice it even though at that moment she wasn't expecting it. That readiness is comprised of both disposition and also extensive prior acquaintance with the type of activities and material -- the content -- likely to represent college-level learning. We don't quite know how to clearly show these qualities to you, nor can we fully explain or reliably exercise them.

These complexities in both practice and theory have stimulated us to wonder more about what "student centered" or "individualized" education means. The empirical research we're doing concerns primarily the assessment of prior learning. But the complexities and questions we've encountered arise as well in other areas of learning. We claim to be student centered, for example in helping students identify learning they need to acquire rather than already have, or in discussing with them work they are currently doing such as essays they are writing or books they are reading. In each instance, we claim not merely to be judging them by preconceived and, as it

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were, impersonal academic standards, but to be entering into their experiences, their perspectives, their world views and to be in some sense legitimating or validating them. But even when we enter a student's experience in this sympathetic and collaborative way, we are still bringing with us our own authoritative perspective. Indeed, our students expect us to, otherwise they would not need us, our college or any other to legitimate their learning. So, we bring something of ourselves into the students' experience, something powerful, and yet we claim to be respecting the integrity, validating the systems of meaning which makes those experiences coherent and important to them. This we say is "student-centered," empowering or liberating. Nonetheless, it is we who validate the name of the learning. We do so when we say that the content students present or the process by which they've become able to present it shall constitute college curriculum. How do we know when we've noticed enough and not ignored too much? How do we know when we haven't masked their understanding with our expectations, or substituted our knowledge for theirs?

These questions arise not only in student-centered learning, but in any kind of association or human connection in which one party claims an authentic understanding and to serve the liberation of another. To be both empathetic and judgmental, collaborative and authoritative is a problematic kind of relationship; it is a connection with another human being which should be guarded with uncertainties.

Of course it's a bit too pat to leave matters this way. It is important to continue to search for a methodology, to construct a theory, in order to sustain the very openness we claim to value. We're not offering our students unconditional regard, but making judgments. Especially because we want our judgments to acknowledge learning we had not expected or even possessed ourselves, we do not want to be arbitrary. That is in fact why we need a method or methods, some guiding ideas, such as "process," "content," "matching" or "discovery." We need a basis on which our judging can be scrutinized by ourselves, and also by our students if they are to be genuine parties to the connection.

Many of you will recognize that the difficulty in understanding and legitimating that connection, of finding bases of judgment in student-centered or individualized education confront us with the same questions about relativism and pluralism furiously debated during this century and even now in anthropology, sociology, political theory and philosophy.

What does it mean both to acknowledge, authorize and support another person's freedom, or, as we say in our educational context, to enable a student to be a "self- directed learner?"

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How do we accept or "count" the perspectives and experiences of another person when they differ from our own? How do we recognize material and activities as college level learning when they do not neatly correspond to already established curricula and academic methods? How do we train ourselves both to notice these differences and on what grounds are they to be legitimated? That is, if we grant, as perhaps many here do, that our customary judgments about curricular content and processes of teaching and learning are too biased or exclusionary, on what bases shall we make new judgments? How shall we make those judgments not merely well intentioned responses, but coherent, stable, explicit and open to examination and revision? How do we call our own judgments knowledge?

The hours we have spent together these many months viewing and discussing our videotapes have intimately confronted us with these questions.

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DESIGNING CONNECTIONS: SHORTENING THE CURRICULUM REVIEW PROCESS IN ADULT HIGHER EDUCATION

by Kiren Dosanjh, J.D., Rick Williams, Ph.D. and Gary Zucca, Ph.D.
National University

In order to fulfill the needs of the adult learner, institutions supplying adult higher education must meet the demands for curricula adapted to changes in the workplace and in society at large. Therefore, in developing curricula, "time is of the essence." An idea for a new course or a new program inspired by some environmental change may soon become outmoded as the new condition further evolves.

Nevertheless, the traditional academic review process ignores the need for expediency in curriculum development. As a new course or a new program designed to meet a current demand undergoes a sequential review by varying levels of administrators, valuable time is lost to conflicting schedules and hidden agendas. The final result is missed opportunities to supply adult learners with timely curricula.

Manufacturers also face the need to meet demands for a new product in a timely manner. They have learned that sequential design of a product delays its timely delivery to the market. Accordingly, some-world-class companies are utilizing a concurrent engineering approach in which cross-functional teams work together to create a product. This process expedites delivery to market, thus optimizing the viability of the product.

This paper will explain how concurrent engineering was used to develop a new Legal Studies Program at National University's School of Management and Technology. This paper will describe the serial and concurrent engineering approaches to product development used in

industry, and will demonstrate how new academic programs can be developed in a more timely manner using a concurrent approach to curriculum review.

PRODUCT DESIGN AND DEVELOPMENT IN INDUSTRY

In the traditional approach to product design and development, each functional area works in a vacuum in what is sometimes called the "over-the-wall" process. When one functional team wants to provide input to the design created by another functional team, it can be costly and time-consuming to implement the suggestions. Some manufacturers may decide to ignore the suggestions to avoid such costs. Thus the serial approach to product design and development is hindering the ability of companies to compete against world-class manufacturers.

CONCURRENT ENGINEERING

Problems of sequential design are solved by the concurrent engineering approach to product design. Many companies have practiced concurrent engineering to some extent since the early 1980s. This approach evolved as companies felt the impact of innovative technologies, increasing product complexities, and growing organizations on product development (Carter and Baker, 1992).

The term concurrent engineering came from a 1986 report of the Institute for Defense Analyses (IDA), which defined it as a systematic approach to the integrated, concurrent design, manufacture and support of products (Carter and Baker, 1992). Although this definition is still widely accepted, others have further refined it. (Turino, 1992) defines concurrent engineering as a systematic approach to the integrated, simultaneous design of both products and their related processes, including manufacturing, test, and support. (Shina, 1991) describes it as the earliest possible integration of the whole company's knowledge, resources, and experience in design,

development, marketing, manufacturing, and sales into creating successful new products, with high quality and low cost, while meeting customer expectations. (Turtle, 1994) views concurrent engineering as the concept of team-building and consensus management involving simultaneous design, product engineering, manufacturing, and quality engineering and concurrence by all. These definitions emphasize the simultaneous integration of all relevant functions early in the product design and throughout the entire product life cycle.

CONCURRENT ENGINEERING IMPERATIVES

The objectives of concurrent engineering are to shorten time to market, lower product development costs, raise product quality, enhance competitiveness, and improve profit margins (Turino, 1992). To achieve these objectives, companies need to create an environment that contains four key dimensions: organization, communication infrastructure, requirements, and product development. In organizing the company, emphasis should by placed on cross-functional teams and their effective management. The communication infrastructure must provide for the sharing of information related to the product to all affected parties. Attention must be given to customer satisfaction as well as design constraints, which are associated with the "requirements" dimension. The product development dimension includes all processes related to the design and production of what the requirements specify (Carter and Baker, 1992).

PRODUCT DEVELOPMENT IN ACADEMIA

Whether it admits it or not, academia is faced with the same demands and pressures as manufacturers to develop and produce new "products." The products of academia are curricula. The demand for these products are created by the interests and goals of the students, who in turn are influenced by social and professional developments. In order to serve the students, academia must produce curricula that is both timely in content and delivery.

Despite these pressures, academia takes a traditional approach to the curriculum development and review process. Instead of concurrently creating and reviewing new courses and programs, academia approaches curriculum development and review with a sequential model. Faculty propose and develop the curricula, and then submit it for review to committees comprised of other faculty, who then in turn forward the proposal to administrators for comment. As seen in manufacturing, this process slows down the delivery of new curricula to the students, and often results in the discouragement or oversight of valuable suggestions made during the review.

National University has begun to take an innovative approach to curriculum review: All levels of faculty and administrators involved in the curriculum review process are involved with the development of new courses and programs through consultation. This approach reflects the growing need and concern in academia for timely delivery of updated curricula to students, which is aided by the concurrent engineering process.

CONCURRENT ENGINEERING, CURRICULUM REVIEW, AND THE ADULT LEARNER: A CASE STUDY FROM NATIONAL UNIVERSITY

A. The Bachelor of Arts in Legal Studies Program:

In October 1993, Dr. Joel Goodman, Dean of Western State University College of Law, (WSU) approached Gary Zucca, Ph.D., Dean of the School of Management and Technology at National University, and requested that National develop a Bachelor of Arts program that could serve adult learners who did not have their Bachelor's degrees, but who wanted to attend law school. Dean Goodman further requested that the program be implemented by Spring 1994. Dean Zucca assigned the task of development of the new program to Kiren Dosanjh, J.D., full-time faculty member of the School of Management and Technology. Given the competitive

undergraduate market and the current need of adult learners who want to attend law school to complete their Bachelor's degrees, time was of the essence in the development and review of the new program in Legal Studies, which would allow students to concurrently enroll in law school while completing their Bachelor's degrees through credit for law school work and attendance at National University during law school breaks.

B. The Challenges of Developing a Dual-Degree Program between Two Institutions:

In designing courses and programs for students who will be concurrently enrolled in professional school at another institution, the undergraduate institution must keep several considerations in mind.

First, course content and competencies must not repeat what is being learned at the other institution, and must stay at the undergraduate learning level. Second, the class schedule must be carefully designed to accommodate the academic calendars of the two institutions. Third, the attendance at two institutions within the same academic year has serious ramifications on federal financial aid of which students must be made aware and which the institutions should try to mitigate.

C. Using Concurrent Engineering to Develop a Dual-Degree Program between Two Institutions:

1. Organization and Communication

To meet these challenges, National University implemented a cross-functional approach to curriculum development and review. The Registrar and Financial Aid officers were consulted in the design. Faculty member Dosanjh met with these individuals to discuss the draft proposal, and asked for their input. Several problems that would not have been discovered until very near

the end of a traditional review process were addressed in the planning stages of the program due to this approach.

While the draft was reviewed by these administrators, the Dean and other faculty were asked to give their insight into the design and structure of the program. These valuable suggestions were taken into account in the development of the final proposal.

The proposal was simultaneously forwarded to the Vice-presidents and other administrators, who were usually consulted in a sequential fashion. The feedback received helped prepare the final step in the implementation of the program, the approval of the University Faculty Senate Curriculum Committee. The Committee was able to review and approve a proposal that reflected the input of all facets of the University.

2. Requirements

During this process, Dean Goodman and other administrators from WSU were kept abreast of the developments, and asked to give their thoughts on the various suggestions being received. In this way, the Bachelor of Arts in Legal Studies stayed close to its purpose in its development and review.

3. Product Development

The program was then added to the catalog through an addendum, marketed to prospective students at WSU and National University, and introduced to the National University community through an "orientation session" geared for academic advisors. Classes were scheduled and staffed according to academic calendars at both institutions.

Thus, National University created an environment that contained the four key dimensions of organization, communication infrastructure, requirements and product development.

FROM SEQUENTIAL TO CONCURRENT: SOME GUIDELINES FOR A NEW APPROACH TO CURRICULUM REVIEW AND DEVELOPMENT

In serving adult learners, academic institutions need to recognize that timely delivery of updated curricula is key to these students' goals. The best approach to developing such new courses and programs is modeled after the concurrent engineering practices seen in manufacturing.

In order for the concurrent engineering approach to curriculum review to be successful, academic institutions should create an environment in which faculty work with administrators at all levels to gain valuable insight into the implementation of the program or course of which the faculty may not be aware. All facets of the University should be represented and be given an opportunity to comment on curriculum development. The creation of "cross-functional teams" in charge of developing curricula in certain areas would help ensure this type of communication. Those responsible for developing curricula should consult with administrators charged with assessing students needs on an ongoing basis through the curriculum review process. These insights should guide the development of new programs and courses designed to serve the adult learner.

As institutions grow to meet the needs of the adult learner, such updated curriculum review processes will aid the institution in meeting its goals, and the adult learner in meeting his or her goals.

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A CONVERSATION ON THE SOCRATIC METHOD

The Socratic teaching method remains as controversial today in the United States as it was when Socrates himself invented it over 2000 years ago in ancient Greece. Its procedural standards continue to challenge students to maintain a syllogistic attitude towards the premises and arguments underlying their conclusions about perplexing social issues. Its philosophic substance seeks to undermine the materialism and relativism that still prevail in Western culture.

On the most basic level the Socratic method involves teachers and students talking to one another. With hundreds of students in some of our classes, many of us have abandoned face to face dialogue for lectures, videos and overhead projectors. Actually class size is not an impediment to the Socratic method. If teachers make it their business to get to know the views and dispositions of representative students, a well-conceived comment directed at the right student at the right time can set off a veritable explosion of questions and answers during a routine class period. In this fashion students are encouraged to assume an active approach to the material being covered, not just the passive one to which they have become accustomed in the telecommunications age.

Even radio and television talk shows, that feature give and take between people, represent distortions of the Socratic method. For these programs audience, viewer and listener participation constitutes an end in itself because it generates guaranteed ratings that keep the

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shows on the air. In the Socratic method, however, discussion serves as a means to a higher end, namely the search for knowledge. The point is to "Know Thyself," in Socrates' famous words, not to "Be Yourself," as on Donahue and Oprah.

The Socratic method of teaching helps students know themselves through a succession of questions and answers intended to achieve what the philosopher R.G. Collingwood calls "bringing belief to a self-consciousness of itself." Students are confronted with certain issues and urged to express their views on them. They then are led to consider the kinds of assumptions about reality and human nature logically required to hold those views. Do they believe there is order or chaos in the universe? Do they define reality by immaterial ideas or material things? Do they think human beings generally are moral and rational or immoral and irrational?

Socrates wanted students to understand that thinking about social issues is a complex process involving the analysis of philosophic subjects they probably never considered before. He believed that everyone holds tacit views about reality and human nature. His goal was to prod us into bringing these views out in the open so that we can see for ourselves the extent to which they are consistent with our conclusions.

What students find especially troublesome about this process is the constant prodding. We are asked to be introspective and come to terms with the probability that we have been living an intellectual lie. At the same time, we are invited to reveal our weaknesses in public. Students who are self-conscious and do not possess the maturity necessary to distinguish between rational criticism and personal

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insult never have been able to withstand such scrutiny.

Underlying the Socratic method is the assumption that ideas are meaningful and have consequences. Socrates believed that there is order in the universe and that for the most part reality is composed of intangible transcendant ideas. These beliefs mirrored his lack of confidence in the ability of human beings to define reality for themselves, by themselves. For Socrates, fallible people require infallible guideposts in order to fit into the universe and lead satisfactory lives.

Socrates never pretended to understand transcendence on his own, but he was confident that his dialogical approach could lead people on the proper path to such knowledge. That path, and thus the substance of the Socratic method, is teleology or the study of purpose. Teleology teaches that every material thing has an immaterial intrinsic purpose that only it can perform. If we can begin to comprehend a thing s intrinsic purpose, we can begin to understand its essential meaning that will continue to exist even after the thing deteriorates and disappears.

To discover the reality of an acorn, for example, one has to examine its numerous functions. Acorns feed squirrels, yet squirrels also eat other forms of food. Acorns fertilize fields, yet fields also are fertilized by other substances. The one purpose that only an acorn can perform is to create an oak tree. Within the context of teleology, therefore, the most real acorns are the ones that create the mightiest oak trees. And acornness, the ability of acorns to fulfill their intrinsic purpose, serves as the transcendent standard by which to evaluate all temporal acorns.

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Since this is the teaching method invented by Socrates over 2000 years ago, it would be historically and logically invalid to divorce Socratic procedure and substance and separate the Socratic dialogue from the belief that ideas deserve to be taken seriously because they possess universal meaning. Of all the controversies associated with the Socratic method, this clearly is the one contemporary Americans have the hardest time digesting. We live at a time of radical materialism and relativism when thinking is considered to be nothing more than the product of environmental stimuli. We are familiar with behavioralists, historicists and deconstructionists who teach that thougnt gains its meaning from social, political or economic status, race, sex, age, religion, culture, or nationality. Socrates countered that ideas are the paramount cause of human behavior.

Socrates offered his dialogical approach as the means most apt to inspire students to take ideas seriously. Americans who would use his method to teach materialism and relativism need to understand that they have misappropriated his legacy.

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THE SOCRATIC METHOD AND THE GREAT BOOKS

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I

St. Mary's College is in the process of revising its mission statement. The final draft is not in yet, but it is certain that it will contain a reaffirmation of the college's commitment to the tradition of liberal arts education. The School of Extended Education, as an integral part of the college, shares that commitment and takes it as an opportunity. Its Bachelor's Degree Programs in Management and Health Administration, designed in a non-traditional format for working adults, are distinctive in their commitment to a core liberal arts component.

In describing a liberal arts education, the March 29, 1994 draft of the mission statement suggests this language:

> . . . students and teacher together look twice, ask why, seek not merely facts, but elemental principles, look for connections, and strive to express themselves with sincerity, precision, and eloquence. They are practiced in the methods of free inquiry, in reflection on great books and original sources, and in the contemplation of fundamental ideas; such free inquiry pursues an integration of knowledge. . . .

The college commitment to liberal education is expressed in the traditional Bachelor's Degree Program by a core curriculum of Great Books seminars in which every student no matter what the major participates--Collegiate Seminar. In the School of Extended Education's intensive, non-traditional Bachelor's Degree program

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there is a corresponding core curriculum of Great Books, which we call Critical Perspectives. There are differences between Collegiate Seminar and Critical Perspectives: the Collegiate Seminar program has the luxury of four semesters of reflection on Great Books; Critical Perspectives, due to the intensive format of the overarching program designed for working adults, has five richly packed four-hour sessions to devote to reflection on Great Books. But the spirit of the two programs is the same. Both are devoted to the development of "free inquiry" as a "practice," a discipline, a habit, a way of life. And both use the Great Books and the Socratic method as means for becoming skilled at that practice.

It is not uncommon to find some initial resistance among some of the Extended Education adult students to this liberal core. After all, most identify bettering their position in the job market as *a*, if not *the*, primary reason for wanting a degree. What do reading, reflecting upon, and talking and writing about works of literature have to do with getting a better job in management or health administration? the resistors complain. Most are highly motivated by and highly focused on their professional objectives.

The resistance is not surprising. These adult students are being asked to "look twice, ask why, seek not merely facts but elemental principles," assess issues of fundamental human values as they are raised through works of literature. Furthermore, they are being challenged to "live authentically in the light of truths they discover"--a monumental challenge for any of us.

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As a Socratic "gadfly" of sorts, the instructor encourages, sometimes pushes them to look deeper, examine assumptions, see that they *don't* know, as well as what they *do* know. In fact, one assumption they are challenged to re-evaluate by more than one of the works on the reading list is the very assumption that lies at the base of their resistance: that the practical and expedient are all that matter in the advancement of their careers and their ultimate fulfillment. Socrates himself chose to stand on principle rather than expediency. Of course, we know what happened to Socrates because he prodded people into self-knowledge, because he challenged them to think for themselves. He met with the supreme resistance. No, resistance to the practice of free inquiry, the examined life, asking questions, the rigors of critical thinking is not surprising.

Of course, Socrates had his followers too. And many of our adult students enter St. Mary's ripe for reflection and self-examination and leave with a sense of wonder about the transformative experience their program has been and with a commitment to live more authentically in light of the truths they discover. And some of the initial resistors leave as some of the most wonder-filled.

II

Socrates to Meno:

> Just notice now that . . . he will find out by seeking along with me, while I do nothing but ask questions and give no instruction. Look out if you find me teaching and explaining to him, instead of asking his opinions.
> (W.H.D. Rouse, translator)

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In *Meno* Plato gives his most explicit theory of how people learn. Learning is a process of seeking, of asking questions, and through that process, of drawing out of oneself, using one's own intelligence and experience, the answers. Learning is, then, remembering or recovering what one in a sense already knows. By sharing the seeking, asking the questions together, we become catalysts for one another in the learning process. Thus, teacher and student share in the inquiry; they "look twice" and "ask why" *together*. Although Socrates uses a young boy to exemplify the learning process in the dialogue, it is a process particularly well-suited to the adult learner.

There are at least five principles for educating adults that can be drawn from *Meno*:

(1) the teacher does not impart knowledge to the student; does not fill the empty vessel with content;

(2) the teacher draws out the student's own insights by asking questions; the vessel is already filled with substantial and valuable experience;

(3) insights are sharpened and deepened through a dialogic process, a shared inquiry, among peers in which the teacher becomes one of the sharers in the inquiry;

(4) the practice of free inquiry is refined by participants using their own experience, intelligence, and analytical capacities to address original sources and primary texts rather than relying on outside sources and secondary interpretations for answers;

(5) shared inquiry requires openness to other possibilities,

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to others' points of view; participants learn by realizing both what they don't know and what they do know.

Socrates to Meno:

> . . . do you notice how [he] is getting on in his remembering? At first he did not know . . . ; but he thought he knew then, and boldly answered as if he did know, and did not think there was any doubt; now he thinks there is a doubt, and as he does not know, so he does not think he does know.

III

Now we're back to the issue of resistance. As Socrates says of the student in *Meno*: "We have put him into a difficulty." It's a bit uncomfortable to be put into a position of examining our own cherished assumptions in the light of what other people have to say. We might begin to doubt our assumptions. We might begin to see that our assumptions are getting in the way of our own pursuit of knowledge, in the way of our openness to other points of view. It's a bit uncomfortable to be put into the position of having to listen carefully to what others have to say and, even more, to challenge others to look at their assumptions. The practice of free inquiry and critical thinking, like any discipline, pushes our buttons and raises our resistances. It isn't easy. And yet the fruits of such practice are greater understanding of others and what others have to say and greater self-understanding--a worthy mission for us all.

IV

The kinds of questions we ask in our seminars go beyond questions of fact. We have in common a particular text; Plato's

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Meno, for example. We're interested primarily in questions of interpretation; that is, questions of meaning. What does the author mean by what he (in the case of Plato) has written? What do others who share in the inquiry mean when they express an interpretation of what the author means? We are also interested in questions of evaluation. Do I agree with what the author has to say? Do I agree with a particular interpretation of what the author has to say? The implication is that one cannot evaluate a position very effectively unless one has first read and assimilated the text and beyond that formed a thoughtful interpretation of what the author means. Likewise, one cannot effectively evaluate what another sharer in the inquiry has to say unless one carefully listens and understands the meaning of what he or she says. So, effective evaluation implies developing an understanding of the meaning of the text and of what others have to say about it. Effective evaluation also implies self-knowledge; that we become aware of our own opinions and examine them in the light of dialogue with the text and others; that we know when our opinions are getting in the way of our understanding. The honing of the practice of free inquiry requires the ability to know when we are interpreting (seeking an understanding) and when we are evaluating (judging) and the ability to see the difference.

V

Although practiced in Critical Perspectives in the context of the Great Books (from Plato to Toni Morrison), these abilities are applicable to any text, any text of life. The abilities to listen

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carefully to others, to come to an understanding of what they have to say, to look within and see our own assumptions, to realize how our assumptions might hamper our ability to see clearly, to examine our assumptions in the light of others' views, to integrate these perceptions, and to trust in our ability to come to our own good perspective on an issue--these abilities can be used to great advantage in both our personal and professional relationships. In fact, the commitment to a core of liberal arts within a professional degree program implies an educational psychology: a psychology of self-awareness, which is expressed in the confidence that greater self-awareness leads to greater ability to operate effectively in both the personal and the professional arenas. Going back to Socrates, we could say that the commitment to liberal education is a commitment to the examined life: to the examined life not only as an end in itself but also as an expedient to fuller, more productive relationships, both personal and professional.

VI

> Thank you for the wonderful class! I learned more in Critical Perspectives classes than any other because I can carry the learning on to so many other aspects of life.

This note received from a student at the end of the Critical Perspectives course is a testimony, not uncommon, to its powerful and even transformative impact. "The Liberal Arts tradition at Saint Mary's College proclaims that knowledge of truth begins with wonder," the draft mission statement reads. That word "wonder"--

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perhaps it captures the most significant potential of the Critical Perspectives seminar: the ability to awaken wonder, a wonder that leads to life-long learning and is expressed in lives lived authentically in the light of truths discovered.

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PATTERNS OF LEARNING INVOLVEMENT, ADULT DEGREE PROGRAM STUDENTS, AND AN ALTERNATIVE PERSPECTIVE ON STUDENT LEARNING OUTCOMES

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"We experience what we know and believe. We enter and develop those parts of ourselves which are part of our world. All other worlds are alien to us, unless we experience a profound transformation of self, meaning, and therefore experience and understand a new world." This quote exemplifies the experiences of adult students who participate in a variety of forms and processes of adult undergraduate education. In a recent qualitative study of adult undergraduates (Kasworm & Blowers), it was found that adult students both select and endow their particular institution and academic program with specific characteristics and processes. Although the adult students in this study of six institutions settings [two community colleges, two adult degree programs in liberal arts colleges, and two public universities] were enrolled in a common undergraduate experience, these adult students noted profound differences and expectations for each of the six institutions, including both differences between adult degree programs and the other types of institutions, as well as among the two case study site adult degree programs. These differences were believed to be predominantly based in the institutional mission, climate, and context, as well as the societal perspective or image of the institution. In addition, it was apparent that adult students do self-select certain types of institutions and therefore also represent different choices and present difference types of

adult students for different types of instituitons. Key findings regarding these perceptual differences have profound implications for the work of student learning outcomes assessment.

The Alliance, along with other organizations, is currently focused upon the development of a template for adult assessment. This is an important and noble goal. As we continue our work, I suggest that there are common adult learning outcomes to be defined and to be assessed. I also wish to note, through this recent qualitative study, that the context--the institutional ethos--does have an influence both to the draw of the types of students to the institution and their beliefs about the undergraduate experience, as well as the adult students' eventual learning outcomes. This differentiated world of beliefs and actions is most vividly represented in the recent Kasworm and Blowers research study on adult undergraduate students. Within the study, adult students from two differing adult degree programs were interviewed for their beliefs and experiences of involvement as adults and as students. Forty total students were interviewed, with approximately 20 students from each of the two sites. Although the two programs in the study were both evening adult-degree programs at private liberal arts institutions, the programs were very different in design and execution. On the surface, one would assume similarity of adult learner experiences in adult-degree programs because they were both specialized business-related programs for adults, with related staffing and policies supportive of adult students. In addition, both programs were advocates for adults with their respective

institutions. However, adults reported significantly different perceptions and experiences between the two programs.

To better understand the influence of these two differing contexts in shaping beliefs and actions, I will note three key supportive findings:

Proposition One: Program and institution orientation shaped the ways adult students entered into the learning process, created understandings for significant learning, and framed adult student actions of involvement in this process. Both groups of students uniquely identified selection to the program [an adult-degree program] because of its more customized design and support for adult learners. However, they reported expectations and subsequent experiences which dramatically differed from each other. For the first program, adult students were focused upon efficiency, practitioner-instruction, student customer-sensitivity, and applied orientation of the program. These learners were concerns about moving quickly through the content, being prepared for class discussions, and being able to apply the information to current work situations. In the second adult-degree program adult students reported beliefs of valuing the liberal arts tradition, the broader world-views of the program, the dialogue between professor and students in the classroom, and the practitioner-professor bringing both theory and practice together. They valued classes which explored ideas and relationships to the broader world. [In comparison with the adult degree-program students reports, other sets of adults in the study reported a different set of values, beliefs, and experiences in their

engagement with a four-year institution or a community college.] It is evident that the adults did see and act on the uniqueness within each of the programs. Adult students projected seeking specific experiences and gaining learning outcomes clearly linked with the collegiate/program climate and institutional academic expectations.

As students entered into each of the two adult degree programs, the mission, climate, program delivery format and process structures of each program were each assumed to be valid within the adult student's world. Adults saw the world from their initial entry beliefs and expectations of the institution, until they experienced an ego or knowledge conflict with either a particular aspect of the program or a particular meaning structure of knowledge. For example, some students reported questioning of the portfolio assessment experience [significant demands of the activities and its relation to the student progression in the program in the first program], while some students in the second program raised concerns about the institutional valuing of adults because of the lack of a valedictorian for the adult degree-program [incongruence with stated institutional beliefs]. In addition, some students questioned specific courses and learning experiences which conflicted with their currently "known worlds of self, culture, or work experience." On the whole, these two adult degree program student groups suggested they predominantly adapted and assimilated into the culture of the institution; they learned how to be better students within the specific expectations of that academic environment. More precisely, their sense of learning involvement was shaped by their interaction between the beliefs

and structures of their own past experiences, and with those of the institution. Curiously, when individuals experienced disjuncture and transformation, it was at a profoundly personal and individualistic level. Each individual noted a unique set of catalysts, experiences, and outcomes beyond adaptation.

Proposition Two: The learner/student role in the classroom embedded in learner success was the primary adult student concern. For adult students, their beliefs of value in college was most significantly linked to the day-to-day experiences within the classroom. These key landmarks in the adult student experience related to the climate of the classroom, the philosophy of learning and understanding as goals for the course, the developed connectedness with students and faculty; the norms and power-relationship with faculty, the expressions of respect by faculty with particular emphasis in "adult lives of students", the assessment/judging structures as experienced by students, and the explicit and implicit opportunities to negotiate meaning and action between faculty and adult students. Although we know the value of support services outside of the classroom, it was evident that adult students created their sense of learning, knowledge, and undergraduate experiences within the classroom and with the faculty member. These study findings reinforced the significance of the attitudes, actions, and relationships of the faculty member to the adult student. Adults came to be "validated" by the context of faculty and learning experiences, as well as to engage in growth and change through a learning process. In our research we found that at the upper-division level of courses,

adult students were strongly oriented to viewing themselves as having expertise in certain knowledge areas, as well as the faculty members having expertise. [At the lower-division level of courses, adult students more often viewed themselves as novices oriented to learning new knowledge, language, and concepts beyond their current understanding from faculty experts.] Thus, when they entered into a course with common currency of knowledge, they valued both processes and structures of learning which engaged them at an academic and a practical level of knowledge, as a collegial sharing of expertise between adults[students and faculty]. They viewed themselves often as co-instructors or experts with faculty. However, within the two programs there were differences in this belief of expertise and sharing of knowledge by adult students. In the first program, adult students focused upon the concrete, the specific, and the discrete application towards a finite external work environment. These individuals valued and desired practical applications of course knowledge. On the other hand, there were a number of adults in the second adult degree program who noted that they did not need to have the "concrete" experiences of application discussed in the class, as long, as there were ample opportunities for clarification and illumination of concepts and ideas. They believed they could make the related practical applications themselves outside of the classroom. Others, particularly in the first adult degree program, believed that direct classroom application exercises were the most important way to gain a "handle" on the information. Conceptual applications and general discussions were viewed as less relevant in the

classroom. Thus, the nature of dialogue and its focus evidenced differing beliefs of these two groupings of adult students.

This orientation to the learning and teaching process also was reflected in the adult student reports on key actions in the classroom by faculty members. They believed that certain faculty actions were more important in gaining an effective learning experience--these perspectives differed somewhat by the nature of the particular adult-degree program. In particular, they perceived differences between the two programs regarding valued specialized actions by the faculty instructor. [Both expressed strong beliefs about valuing similar general behaviors of a good faculty instructor.] These general concerns represent current findings and discussions in the literature regarding the excellent faculty instructor. Hwever, the concern for specific concrete engagement of knowledge and facilitation of the group was a strong concern for the first degree program, while the second degree program students valued faculty who created broader world-views as they linked ideas to the "world." Lastly, adult students in these two programs had differing beliefs about the assessment and evaluation strategies which determine grades for the course. These differing beliefs mirrored the earlier discussions of differences between the two adult degree programs regarding knowledge, learning, and faculty roles. Thus, these differences were inextricably linked to the beliefs and actions of adult students in programmatic and personal learning outcomes.

Proposition Three: Student beliefs of knowledge and learning were dramatically different in the two adult degree programs. In the first adult degree program, knowledge and learning was viewed as applied, practical, and relevant to current self. These adults desired to see how the knowledge specifically impacted or interacted in the real world. In addition, some also held a view that sophisticated academic knowledge provided language and concepts which could be valuable in understanding and improving the practical world. In the second adult degree program, knowledge and learning was viewed from multiple perspectives--these perspectives represented interest in conceptual ideas and the history of development of theories as well as a perspective of currency of ideas and knowledge to current self and actions in work life. Adult students in the second degree program also had a different viewpoint about developing conceptual thinking structures across areas of knowledge, to conceptualize and understand actions from a variety of philosophical and knowledge perspectives. On the other hand, the adult students in the first program had little awareness of interdisciplinary connections at a conceptual level.

A related difference was the background learning goals of the adult students in the two programs. The first adult degree program attracted and involved a number of adult students who preferred a different academic discipline than the applied business major of the degree program or who were interested in the degree primarily as a credentialling function. For these folks, the degree was a "degree of convenience" in a world which

expected a baccalaureate degree for certain levels and types of work roles. Because they were seeking a degree for societal-mandated reasons, these adults spoke to knowledge and learning from a perspective of functionality and access given their own time commitments, as well as their more limited intellectual and emotional involvement in many of the learning activities. The second adult degree group was also aware of the need for a degree, but more often spoke to this need as a concern to enter the "socialized world" of the educated managerial group in their business. They tended to recast the pressure for a degree into a broader impact upon work and societal activities. Many also spoke to their inherent value of lifelong learning in relation to self and their future self efficacy.

Implications for Practice

What do these three propositions suggest? We tend to conceive of learning outcomes as anchored in knowledge, skills, and attitudes--of objective realities that can be measured across a variety of contexts and situations. Yet, as these adult students spoke of their experiences, it was evident that they engaged in learning as it directly related to the particular context of the program, their beliefs about the nature of their undergraduate involvement and their personal reality of their own lives. Thus, traditional notions of assessment will speak to the generic nature of an adult-degree program and to the generic adult student. These outcomes focused upon common and

generic qualities are important as a baseline. However, learning outcomes, as suggested by this study, were clearly shaped through the dynamics of the adult student, the class, the faculty member, and the institution. And most importantly, learning outcomes faced challenges created by adults who view their learning directly related to their "concrete situations" of work practice, or reframed the learning outcomes in relation to a broader world-view [opposed to a concrete application].

It was also apparent that for these adult students, traditional concepts of learning outcomes also do not measure the movement beyond known worlds of understanding and belief. With the first degree program, it was evident adults grew beyond their current understandings, anchoring these understandings often to their work roles. In the second degree program, these adults engaged in a more conceptual learning experience, which brought opportunities to consider the relevancy of materials in both the work world and the world of ideas. Some of these adult students did not necessarily see relatedness of class knowledge to their current lives of work. For these individuals, they suspended judgements and sought understanding, while others dismissed the information as irrelevant. Many adults in each adult degree program grew beyond the boundaries of their current knowledge, yet each engaged and came away from the process with different learning experiences and implications for the knowledge. Thus, we should be cautious about creating an all-purpose assessment strategy which suggests outcomes which assume only broad and general impacts. We need to have our feet in both worlds...that of the

generic outcomes of an adult degree undergraduate program, while also creating specialized strategies which examine the unique outcomes influenced by institutional mission and beliefs, as well as the adult student's personal learning goals. From these considerations, assessment of adult students is a very challenging undertaking. Assessment for us means that we embrace the importance of diversity in our students and hold true to those differences through common educational processes. Our task is to both welcome the diversity and develop descriptors, while also having some common measurements of more generic outcomes across this diversity.

Reference

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Border Crossings, Collaboration, and Connections: An International Perspective

by

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At the end of the road they will ask me
Have you lived? Have you loved?
And not saying a word I
will open my heart full of names.

--Bishop Pedro Casadaliga

Yes, I'll die happily, filled with love,
I want to die in the most natural way in these times
and in my country:
assassinated by the enemy of my people.

--Delfy Gochez Fernandez (guerilla fighter)

If they kill me, I will be resurrected in the people of El Salvador.

--Archbishop Oscar Romero

Late in the afternoon of the third day, as they stroked the tiny brushes to draw away bits of reddish dust, darkened forms began to emerge from the earth. Soon they knew that they had begun to find, in the ruined sacristy of the church of Santa Catarina of El Mozote, the skulls of those who had once worshipped there.

--Mark Danner (The Massacre at El Mozote)

El pueblo unido jamás será vencido!

--The people of El Salvador

Sea un patriota, mate un Yanqui!

--The people of El Salvador ("Be a patriot, kill a Yankee!")

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What does it mean for adults

who have grown up in a middle-class, North American, lifestyle,

who have fairly entrenched opinions and world views;

who may or may not have traveled to the developing

world; to be thrust into

(1) a powerful and emotional experience of experiencing a "third world" country, --

meeting and living with poor, radicalized, profoundly Christian people within

(2) the "close quarters" that come of traveling and living with a group of other adults?

What does it mean for the school , the teachers, the community?

* * * * *

For the past four years DePaul University has been forging a close relationship with the University of El Salvador, a large, public university that has been ravaged by a 12-year civil war (and all of the causes and repercussions of that conflict), a deeply stratified population, and a devastating earthquake in 1986. Trying to rebuild itself in this post-war era of emerging (but not entirely stable) peace and collaboration between former enemies, the UES continues to struggle to create curricula, systems and support which can facilitate the growth of a healthy society. As participants in the DePaul - UES affiliation, the two of us first went to El Salvador in May 1993, and were so moved by the experience of the Salvadoran people that we decided to design and implement a course that would expose students in our program (the School for New Learning) to the exciting, confusing, and challenging realities of this Central American nation. This paper and workshop are about that experience.

What did we hope to accomplish?

The design of the course evolved over several months and two more visits to El Salvador. Briefly summarized, students would spend the summer 1994 quarter in Chicago, studying the recent history of El Salvador from a cross-disciplinary perspective, i.e., through the lenses of politics, economics, religion, literature, and art. Five three-hour classes would bring the group together, allow for discussion and exploration of significant topics, and foster a sense of group identity and cohesion. In the break between summer and fall quarters, the group would go to El Salvador, live as much as possible among the people, and endeavor to learn in a rich, experiential, and focused way about this society and its current, momentous transitions. Each student would choose an individual topic of interest and contract with their advisors and the course instructors to undertake research both in North and Central America.

The two of us had a strong sense of the possibilities that could emerge out of such a trip. For example, we envisioned "conscienticized" (Freire, 1983) students who had carefully studied historical and cultural documents of the country and confronted life-changing realities, evenings spent in Salvadoran homes hearing deep, personal stories of challenge and hope; a greater sense of the global web and the impact a middle-class student in Chicago and a campesino in Perquin might inadvertently have on each other (both negatively and positively) . . . These were our dreams.

But what really happened? And what did we learn?

The class did happen and, in a sense, it followed the original design fairly closely, at least in its broadest strokes. We held five three-hour sessions before we left in which we addressed a wide

range of issues, from the recent history of El Salvador, to liberation theology and cultural sensitivity (a syllabus will be available at the workshop). And we -- a group of fifteen -- did go to El Salvador and meet with politicians, educators, students, health workers, community organizers, ex-combatants, and a raft of other folk both within the capital and in the countryside; we visited resettlement communities, universities, and the sites of mass killings; we sang, and danced, and worshipped -- all as we had envisioned.

But there were some significant differences between what we imagined would occur -- and what really did. These few pages can not fully describe all of the events of this course and the lessons which emerged from them, but perhaps we can hint at some of the more significant ones.

(1) Very little went as originally planned. Personalities, changing schedules, life demands, cultural differences all led to changes, both in Chicago and in El Salvador. Class participants enrolled and withdrew; new members emerged; in El Salvador, meetings were scheduled, canceled, and rescheduled, perhaps with different "players"; misunderstandings occurred, leading to such unanticipated developments as sessions without translators, dinners with rock bands instead of traditional Salvadoran music, and missed encounters; clashes arose between individuals who had distinct tastes, expectations, personality styles, or physical abilities.

The Lesson: Be Flexible

(2) Ann and David had very different expectations about the class sessions in Chicago. Ann put

a high value on content, and David on process. Ann wanted to make sure that students had a strong understanding of Salvadoran history and culture, and was not as concerned about group dynamics; David was satisfied with a basic acquaintance with history and was more focused on developing a climate of trust, openness, and excitement.

> ***The Lesson: Communicate openly and be willing to learn from each other--and compromise.***

(3) Presenting a balanced view of recent events in El Salvador was desired -- but not achieved. To this date, we don't know if it's possible to be completely objective, and to find appropriate resources that support both sides of the political conflict. As hard as we tried, our students unanimously adopted our own subjective view against the United States government's intervention and the stratified society it was attempting to buttress. Perhaps we should have called in more "traditional" commentators to present their perspectives.

> ***The Lesson: Be open about our own bias and trust that students will develop their own opinions.***

(4) As much as Ann and David tried to share the responsibilities of the trip equally, others (and sometimes they) inevitably pigeon-holed them in gender roles. From the beginning, we made a conscious effort to share the leadership, and spoke frequently when the balance seemed off in an

effort to right it. We divided up the facilitation of class sessions, the handling of specific tasks, and even our lodging arrangements, so as to be fair and even-handed. Yet it seemed that students saw us in gendered ways: David as the "expert" and Ann as the "caregiver," for example. These students -- and we -- are adults who have been living in a sexist society for many years and we can't hope to magically overcome its effects.

> ***The Lesson: Attempt to maintain gender balance, but don't expect to overcome the socialization of twenty, thirty, or fifty years.***

(5) The drive for "numbers" clashed inevitably with our sense of who would make a good traveler. As in virtually every institution, there is a continual concern about enrollment. Wanting this course to be a success in every way, we were hoping for twenty or more students; if it were smaller, our dean might not agree to offer it again. Yet as we interviewed prospective course participants, red flags frequently appeared. One student seemed very needy; another had no focus; a third just wanted a vacation; a fourth had health concerns. We did choose not to admit one student after much discussion, and some others dropped out for their own reasons. While it is impossible to know how someone will handle such an experience, there was at least one person whom we allowed to join us, when we knew better. She had a significantly disruptive influence on the rest of the group.

The Lesson: Trust your gut and don't underestimate the importance of personality and maturity on a group trip.

(6) Spiritual questions and concerns became a central focus of the trip. Both of us were shocked when we discovered at the last pre-trip session that the most significant hopes of a majority of the class participants were spiritual in nature, and yet there we were: students expressed a desire to "invigorate" their spirituality, to have spiritual encounters, to deepen their faith, to learn more about spirituality. And indeed that aspect of the trip played itself out strongly and frequently: we often found ourselves in conversations about our faith, either privately or in groups, and even the most anti-clerical of the group engaged in these discussions wholeheartedly

The Lesson: Experiences which cause us to question our basic values and lifestyle are inherently spiritual.

(7). Participants brought their own agendas and "baggage" that had to be dealt with. On a trip such as this, in close quarters day-and-night and in the wake of emotionally challenging situations, it is impossible to avoid acute and problematic differences of style or values. We had our share One woman pushed to go to the beach instead of the difficult overnight trip into a poor and remote area of the country. Another refused to visit any sites where murders had occurred, something that was very difficult in a country that had just survived a twelve-year civil war. A

third stayed out alone with our bus driver until 2:00 AM, explicitly against the "buddy" agreement we had made. We already mentioned the student whom we knew from the beginning should not be on the trip; through her demands for attention and occasionally bizarre behavior, she alienated the rest of the group. Then there was the roommate of the alienated woman, who became her sole support system and had to bear the brunt of her neediness. Finally, there were assorted special needs: vegetarians, those with a variety of illnesses, and so on. All of these had to be managed within an already intense and highly charged atmosphere.

> ***The Lesson: Know that, regardless of all the planning in the world, there will be personal clashes that will emerge from the intensity of the experience.***

(8) When confronted by the poverty of Salvadoran society, students became overwhelmed -- wanting to help, but not knowing how. Everywhere we went, we were confronted with needs that potentially we could address after we returned: sending money to any number of communities and organizations, finding supplies for the budget-strapped university, getting toys to children on Christmas, even returning to volunteer. After only one or two days, class members were overwhelmed, honestly wanting to help, but paralyzed by the breadth and depth -- and paradoxically, the accessibility -- of the problems. A little money or time could help. How could they choose? And, once returned, how do they keep their plans to help a priority, given everything else they will find on their plates at home -- family, work, and so on. In an attempt to channel the energy constructively and realistically, next month we will hold a "reunion" during which we plan to hold a discussion of what we are going to do, and when.

The Lesson: Be prepared for requests for help and students' overwhelming desire to respond; strategize carefully and compassionately so that the group doesn't become overwhelmed.

(9) Now, as we -- and the students -- are processing the experience, we are conscious of the tendency to over-simplify what we saw, denying the true, multi-layered and complex reality of El Salvador in 1994. As we struggle to make sense of the society, now outside of the country, we may find ourselves resorting to essentialist thinking. "The Salvadoran people are beautiful, proud, artistic, struggling . . . " Or we may want to reduce the political problems to a simple good guy / bad guy equation. What we learned and saw belied such reductiveness, but we need to work to honor and appreciate the complexity of this country and its people.

The Lesson: Be wary of the desire to make the complex simple.

Conclusions

Both of us returned from the trip, barely a month ago, exhausted, drained, and in desperate need of quiet time. Having to be "on" for ten days, with little sleep and the inevitable tensions, took its toll on us. We tease each other that we will *never* do the trip again -- and yet we know it was a very powerful, and largely positive, experience for the students, and are reluctant to let go of the course design, structure, and potential learning for our students.

It is far too early to say at this point how the trip will affect us, our students, or the college Tangible products might include academic papers, local activities on behalf of El Salvador and the Salvadoran people , and similar travel-study courses. Most significant perhaps are the intangible results of the experience for us and our students, however. We wonder how this encounter will affect our perception and understanding of what is going on in Central America and even here Will we see class struggle in a different way? Will our values about war change? Will our perspectives on our own lives -- our riches, our consumption, our spiritual journeys -- shift? What impact will living with the poor for those few days have on our relationships with those who are different here and elsewhere? How will this experience cause us to think about other global events and U.S. involvement (Somalia and Haiti, to name only two)? For us, how will our teaching be changed? And *will* we ever do it again?

Our hope, of course, is that the El Salvador course and travel will have given our students enough grist for the mill to effect change within their own lives. And yes, we have a bias. We would like to see them--and us--become more and more engaged in the business of making the global human community a more just and humane one, but the how of that business always remains in the hands and hearts of individuals--individuals who function and live within community--but individuals nonetheless. For us to impose our model of what "engagement" should look like would be a perilous venture and a gross disservice to our students and ourselves

In a sense, we are talking about teaching as a form of social activism. This is a concept and an activity fraught with problems. The key, and this is something we will continue to struggle with, is maintaining a deep respect for each student's individual journey and life choices. Our role is to

awaken possibilities, not to dictate choices.

In his poem, FMLN guerrilla fighter "Alvaro" describes his comrades "with flowers in their eyes/ . . moving new stars/ through future skies." We believe that cross-cultural learning experiences, at their most exciting, have the potential to do just that.

Reference

Freire, P. (1983). *Education for political consciousness.* New York: Continuum.